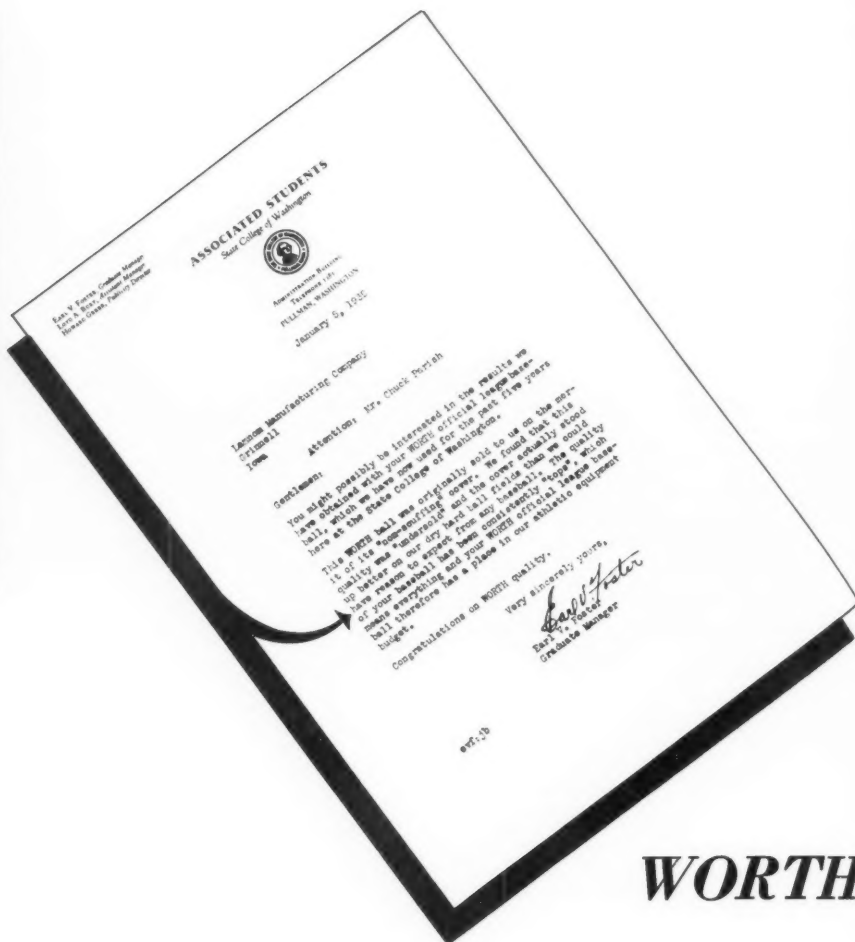




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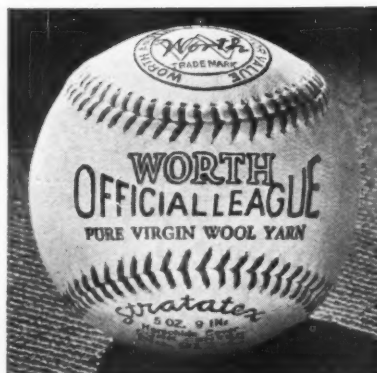
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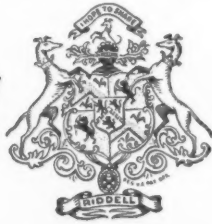
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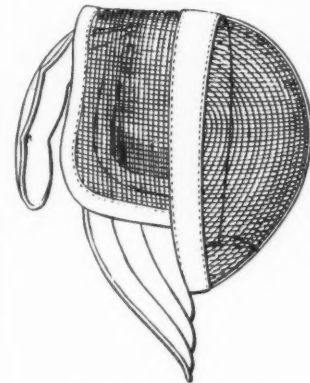
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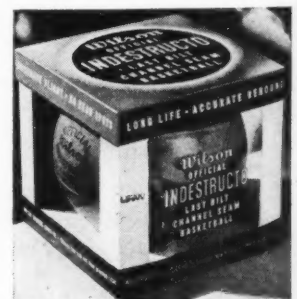
which were formerly necessary for support, have been eliminated. Since the new rules specify that all accessories must be white, this mask is white on the outside. However, the mesh and pads on the inside are black to allow for better vision.

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SCHOLASTIC COACH

Reg. U. S. Pat. Off.

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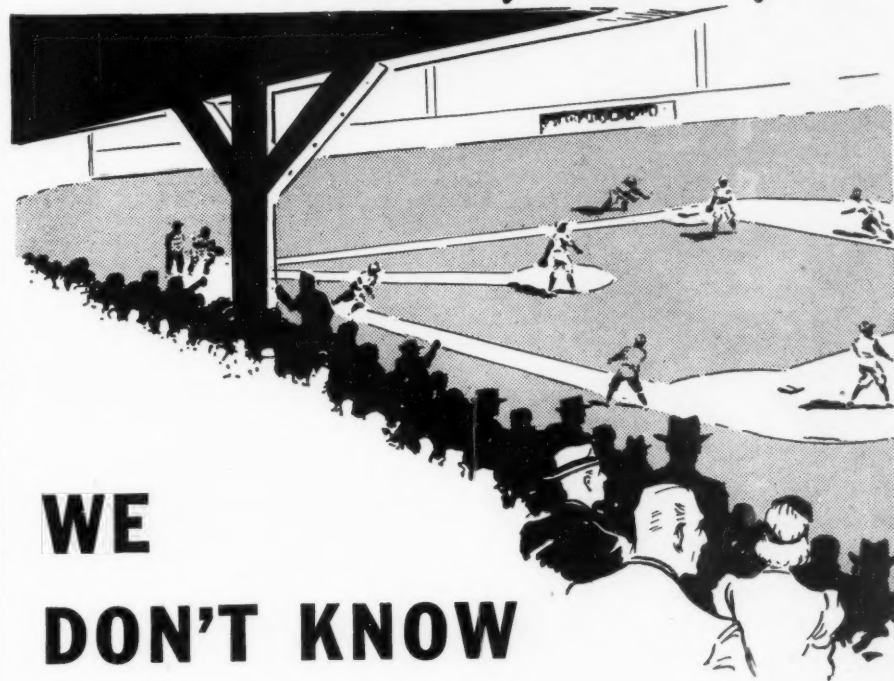
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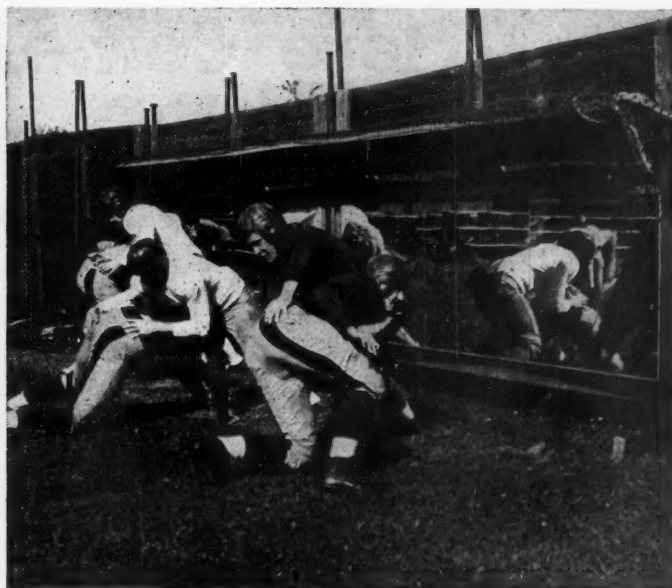


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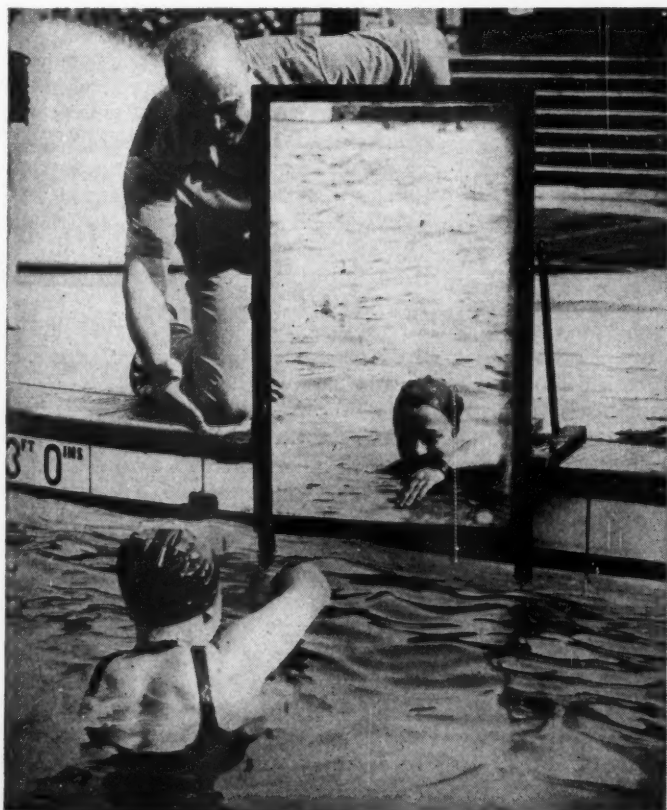
WHEN we were very young we learned all about mirrors. It was to stop our startled yelps while watching a woman sawed in half at a vaudeville show that our parents promised to tell us all. Since then we have been very blasé about the glass reflectors. We felt that while they were quite useful—let us say for finding out how that bald spot is coming along—in the whole their possibilities had been exhausted.

We must admit that the coaching fraternity has proved us wrong—four out of the five pictures on this page bear this out. "Doc" Jacobs



(upper left) uses a mirror to point out batting flaws at Villanova. At Harvard (upper right) Dick Harlow employs a battery of mirrors to perfect blocking and backfield timing.

Even dear old England has its bit to contribute. Instructor Gammon (lower left), at Twickenham (on the Downs), is dishing out a bit of swimming advice. "Buck" Walsh, rowing coach at Navy (lower right), lets his boys see themselves as others see them. These are only a few of the many coaches using this novel means of instruction, and we wish them all seven years good luck.



"Here Come the Clowns"

By Leslie J. Judd

Leslie J. Judd, professor of physical education at Springfield College, has always featured clowning routines in the impressive gymnastic exhibitions he produces at Springfield. His exhibition team travels considerably during the early part of the year, and he gets numerous requests for information about his routines. In response to these requests, Mr. Judd, in the February, 1938, *Scholastic Coach*, described the splendid work his group has been doing with individual and group athletic tableaux. He now passes along some suggestions on clowning.

CLOWNING is probably the most unsophisticated and elementary form of divertissement there is. It is frankly nonsensical in nature and depends upon sham and exaggeration for substance. Although the merry madcaps have no permanent contribution to make with their buffoonery, they have never suffered from a lack of warmth on the part of the audience. The clown's appeal has been unmistakable and universal, due, perhaps, to his utter lack of restraint and freedom from inhibition.

The clown's familiar stamping ground is the circus, but in recent years he has been stepping out of his natural environment to perform during intermissions of athletic contests or at opportune moments during other forms of athletic entertainment. In his new setting, the clown has been used for comedy relief. He strikes a diverting note in an otherwise heavy program, putting the audience in a receptive frame of mind for the things to come.

Confined to pantomime

It is somewhat difficult to describe a line of approach to clowning, for there are no set rules to this art. We know, however, that the clown is confined largely to pantomime, or action without words. Hence, in addition to a ludicrous appearance, he must depend upon physical action to provoke laughter. Occasionally, he may vary his effervescence with interludes of comparative inertia, when only his facial expression will convey the comedy or story to the audience. For the moment he may appear a sad and lonely figure. This versatility is a definite advantage. A good clown should be able to run the whole gamut of emotions, from glee to fear, misery, etc.

The clown's bag of tricks consists of his dress, his face and his knowledge of human psychology. To attain an unconventional and absurd effect, his dress, equipment and routine may be based on exaggeration, omission and distortion. He has the privilege of discarding all accepted ideas of proportion, symmetry and good taste in dress. He also has the right to violate, within reason, all our deep-rooted conceptions of dignity and deportment. He may be a complete lunatic, a hypocrite or a rascal.

With so much latitude, his act has



endless possibilities for humor. The extreme is always a source of comedy. When he has to bow, for example, he may almost hit the floor with his head. Or, when attacking a piece of gymnasium apparatus, instead of just chalking his hands, he may proceed to chalk himself in all directions and in the most unlikely places—under his arms, on the seat of his pants, etc.

The unexpected or the surprise may be definitely humorous. After having seen a clown exhibit his aptitude for nothing but foolishness, it is amusing to discover suddenly that he is clever and that he has a real knack for the skills he has been so clumsily attempting. The apparatus is an ideal medium for this chicanery.

The unexpected may also be

worked in the reverse. For example, after lavish preliminaries, many dignified bows and wide sweeping movements of the arms in preparation for the execution of a stunt on the parallel bars, the clown may merely walk to the center of the apparatus and stand there looking sheepish. If his preliminaries are artfully done, this bit, as an unexpected turn, may draw a laugh.

Combinations of dress

The clown's dress is a very important part of the act, and he should be permitted to choose one to his own liking. A few suggestions follow. Very long shoes, with flapping fronts, are useful for effect but are cumbersome for locomotor purposes. With a little practice, however, the clown can get good use out of them.

For hosiery he may wear brilliant red socks or oddly designed hose with stripes. He may either have his socks poking through the shoes, or can paint a bright red patch on the shoe front to attain the effect. One high shoe and one low, with scarlet socks or long scarlet or striped stockings, give a hilarious appearance when the pants are modestly raised. A ridiculous effect is also obtained by using one short sock and one long stocking, attached to the leg perhaps by the type of garter used in the Gay Nineties.

Some effort should be made to give the pants a distinctive touch. The old standby—the very baggy black pants with elastic around the waist—is always good for a laugh, especially when the clown pulls them out to their maximum width and gazes curiously into their depths. For feats of magic, the clown may conceal in his trousers a bag with all kinds of funny items and trick gadgets.

If he can suppress his chivalrous instincts, the comedian may wear a pair of silk panties under his trousers. At an opportune moment, his trousers may slip (accidentally, of course), enabling the crowd to catch a glimpse of the latest in ladies' wear. But it takes a brave man to use this bit in his act.

The upper part of the body should be covered with a coat, and something colorful should be worn under the garment. This may take the form of an undersized sweater or perhaps

a flashy vest with stripes. If the clown appears in formal attire—evening dress—he should wear a versatile neck piece which can snap from front to back and permit the wearer all kinds of liberties.

The coat is usually black and is either too small or too large, although garments with large checks or plaids are growing in popularity. In one of the recent stage shows at the Roxy Theater (New York City), one of the clowns wore a bright multi-colored plaid suit, under which he obviously had a large round wire frame to make him look globular. With small shoes, red socks, a red wig and a plaid cap, he looked like a huge ball.

There are a variety of approaches to the problem of scalp adornment. The clown may use a bald effect with just a few tufts of false hair behind the ears, or he may cover his head with an enormous mop of red hair. If he uses the bald effect, he may wear a small, tight, white skull-cap with face make-up to match and a small hat or dunce cap balanced precariously over one eye.

Straight clown and pierrot costumes can be purchased from any reputable theatrical equipment establishment.

Face make-up

The final consideration of the clown, before going into his routine, is make-up. A good paint job alone can draw continual laughter. Although an original make-up is desir-

able the clown may draw upon the newspapers and periodicals for ideas. Some general rules in applying make-up follow.

It is first necessary to cover all exposed surfaces of the face and neck with white grease paint or a mixture of oxide and lard. The lips should be covered with a vivid lipstick with an original make-up around the mouth. For straight clown acts, the lips may be covered generously and turned up at the corners.

The eyebrows should be painted black in high arches over each eye, almost in the shape of a horseshoe. Or, as an alternative, a curve may be used about an inch higher than the natural eyebrow. The eyelid may be dotted with black and a horizontal black line drawn directly under the eye to give it an elongated appearance.

The clown may perform (1) with a false nose, (2) with a nose grotesque-



HITCH-HIKER: While the clown in the dark suit does an inverted hang on the parallel bars, his partner in crime jumps up and takes the nearest seat he can find, which happens to be the seat of his comrade's dilapidated trousers.



BATTER UP: Strictly low-brow comedy. Note the low cut, checkered vest of the broom wielder, his high-arched eyebrows and the baggy pants. To complete the formal attire, he is wearing just one of a pair of white mittens.

partner may come on stage from the opposite wing in any one of the following manners: (1) After a very loud clatter of tin cans or empty pails. (2) Sliding down a rope from the balcony. (3) Sliding in on a bent wooden chair.

Dual entrances

If a simultaneous entrance is desired, the clowns may make their appearance in one of the following ways:

1. Both enter together arm-in-arm and salute the audience with an exhibition of hat-raising, hand shaking, bowing, and other antics coordinated and worked up to cause laughter.

2. Both enter together, one holding the other around the waist or the chest, and advancing with a lock step.

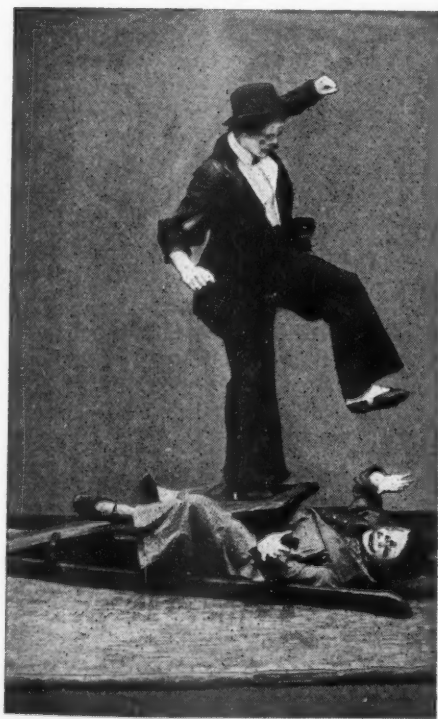
3. One clown enters first followed by the other with a mat over his head, who keeps staggering and bumping into his partner.

4. Both march in with military precision, salute the audience, then each other, do some goose-stepping, and then some more saluting.

5. Both run in, one trips over something while the other expresses deep concern.

6. Both enter together with a comedy or eccentric dance step.

There are numerous possibilities for routines in the gymnasium. The horizontal bar, parallel bars, side horse, the mats, rings and springboard offer ample opportunity for sprightly humor.



WATCH YOUR STEP: A routine for the springboard. While the gentleman on the top teeters on the edge of the springboard, his partner (who should be well padded for this act) runs the gamut of emotions. A suspended motion routine.

ly shaped with the aid of putty, or (3) with his natural nose, highly painted or colored. Various shaped noses may be purchased from any theatrical equipment house. Three lines representing wrinkles may be drawn horizontally at the outer corners of the eyes, and a vertical line above and below the eye may be drawn almost down to the mouth make-up (see pictures for illustration). A droll appearance may be effected by using a blocked-in triangle instead of an eyebrow.

Any combination of these basic make-up rules may be chosen to suit the particular type of clown.

The clown is now ready to go into his routine. To make a favorable impression with the audience, he should work up a good entrance. For example, if two men are in the act, one clown may enter with great dignity. After a brief pause, his

BADMINTON MIXED DOUBLES PLAY

By Carl Jackson and Lester Swan

The net department is a distinctive feature of the game and accounts for its adaptability to mixed play

Scholastic Coach readers will remember Carl H. Jackson and Lester A. Swan of the Northern Evening High School (for adults) in Detroit, Mich., as the gentlemen who collaborated on the excellent series of badminton articles which appeared in the April, May and June, 1938, issues. The Detroit school men are also co-authors of the new illustrated text, "Badminton Tips." (For a review of this book see the "New Books" department in the December, 1938, Scholastic Coach.)

ONE of the unique features of badminton is the fact that it lends itself well to mixed play. There need be no reluctance on the part of boys (who usually like a fast and strenuous game) to engage in mixed doubles, providing they have partners who are well-grounded in teamwork and strategy. The mixed doubles game calls for tactics distinct in many ways from girls' and boys' doubles.

The net department of the game is peculiar to badminton and accounts in large part for its adaptability to mixed play. Net play requires a delicacy of touch and a deftness which come naturally to most women.

The boy's importance is in no way subordinated by this fact. Since the proper formation for mixed doubles is the up-and-back, with the girl taking the net and the boy the backcourt, the back player in this combination is ordinarily responsible for the entire court back of the short service line. The girl is responsible for the area between the net and the short service line. After the service, and when the players have been able to assume their normal playing positions, this division of responsibility should be maintained as far as possible.

Up-and-back teamwork

The mixed doubles formation, after the shifts in position have been made following the service, is shown in Fig. 1. Note particularly the position of the "up" players as they wait for the bird; they are standing close to the intersection of the short service and midcourt lines. The up player should never back into her partner's playing area. She must also take care to keep a safe distance from the net, which should never be closer than the racket reach.

The stance of the net player is of interest. Here, the directional movements will be to either side for the most part, seldom forward or back. Hence the feet are usually parallel to each other on the same plane

rather than in the usual on-guard position, with the left foot forward, as in the case of the back players. Note the crouched position, which permits a quicker start to either side and gives the back player better vision when the play is directly in front of his partner. The net player must be quick to dodge the smashes coming toward her since these should be left to her partner. The racket position also bears notice. By holding the racket at net height, the net player is better prepared to make a quick smash or drop return of the "pop-ups" within her reach.

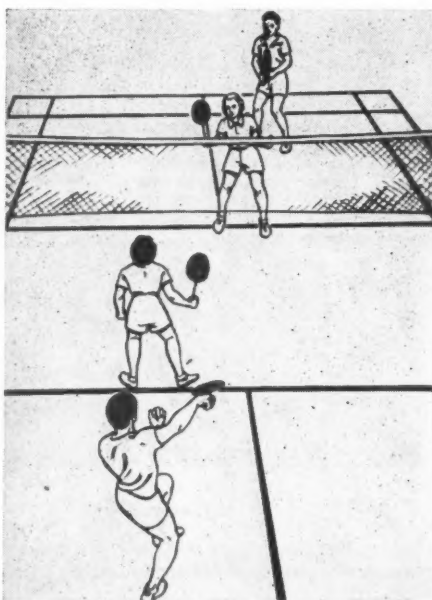


Figure 1

The up player should leave most of the overhead play to her partner, confining her efforts in this department to the pop-ups falling within her area. She should never reach for the overhead flights directed to her partner's territory. Smashing, therefore, will be relegated mostly to the backcourt player, not only because he is better equipped physically but mainly because the net player will seldom have time for an effective smash. Her strategy should resolve itself into keeping her returns out of the backcourt as far as possible and forcing her opponents to hit up to her partner.

Occasionally either player will be called on to make a return from his or her partner's playing area, when the other has been forced out of position and cannot possibly make the return. This is the only circumstance,

however, where this should be done wilfully, as it disrupts the formation and hence weakens the combination for the next play or until they can maneuver back into their regular positions.

The service

One of the problems in mixed doubles is how to get into formation quickly, following the service. Figs. 2, 3 and 4 show how both the serving and receiving sides are out of position for up-and-back teamwork. This calls for a carefully planned defense in order to work quickly into the stronger up-and-back formation. On the other hand, one of the objects in planning the serve should be to keep the opponents from getting into position if possible. The right and left courts present different situations so that tactics should vary in the two courts. It also makes quite a difference whether the boy or the girl is serving or being served to.

At the opening of the game, the girl serves from the right court to the opposing girl in the opposite right court (Fig. 2). The first interest of the receiver after making a return of the service is to get into the ideal position for teamwork. If the server in this case can place a low drive to the inside back corner without the bird crossing the net too high, a double advantage is gained, the receiver is forced farther away from her teamwork position and the play is directed to her more vulnerable backhand. Without a 'round-the-head stroke, the receiver is likely to have trouble with this "driven serve."

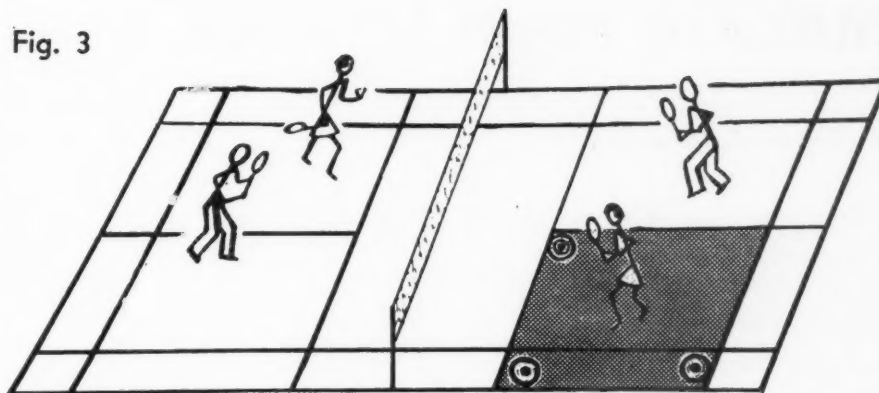
More force is required in the driven serve than in the case of the short serve, but the bird should not be hit too hard. The idea behind this stroke is for the flight to lose its forward momentum suddenly at the instant the bird comes within striking distance of the receiver. While the server will find it advantageous to make this serve from a position near the alley, this position itself discloses her intent and is not well suited to a placement to the outside corner (in the alley). The threat of a placement to the outside corner tends to keep the receiver in from the midcourt line, leaving her more vulnerable to the driven serve to her backhand.

Another placement, to the outside back corner, is indicated in Fig. 2.

This, of course, requires a long, high (clear) flight. It obviously has the advantage of forcing the receiver out of position but it is not particularly difficult to return and there is the danger of clearing short to the receiver's forehand. An occasional short serve to the inside corner is appropriate as a variation. In general, the tactics described will also apply to the boy serving in the right court. When the girl serves to the opposing boy, however, she will be safer if she confines her service attempts to an accurate short serve.

As already indicated, quite a different situation exists in the left court (Fig. 3). For the moment, and until they can safely assume the up-and-back position, the girl must cover the vulnerable outside back corner (to the backhand), both as server and receiver. At the same time, her partner must assume responsibility for the right side of the net. A common tactic in mixed doubles is to force the girl into maintaining her position

Fig. 3



COMMON DILEMMA: When both girls are on the left-hand side of their respective courts, they are required to cover the vulnerable outside back corner (to the backhand) both as servers and receivers, until the team can safely maneuver into the fundamental up-and-back positions.

boy when serving in the left court, to the opposing man. The driven clear will give the receiver less time to get to the backcourt than will a high clear.

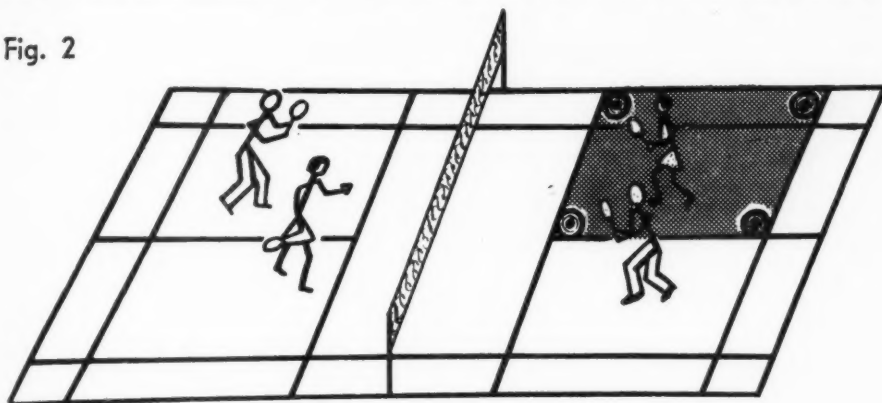
The receiver faces the same general problem as the server: how to get into the up-and-back formation quickly.

the normal teamwork position as the situation permits. For example, when the girl is receiving, her partner steps back to about the center of the court (Figs. 2 and 3). When the boy is receiving, the girl should take a position near the midcourt and short service lines (Fig. 4). She should take care not to stand too close to the midcourt line or she might interfere with a possible driven serve to the inside back corner.

There are several other methods of playing doubles in addition to the up-and-back system. The side-by-side plan is perhaps the simplest method since areas are definitely marked and each partner is responsible for an entire half of the court. However, this system has too many fundamental weaknesses to be used as frequently as the up-and-back. The only criticism of the latter system has been that it places too much responsibility on the up player.

A careful study of the accompany-

Fig. 2

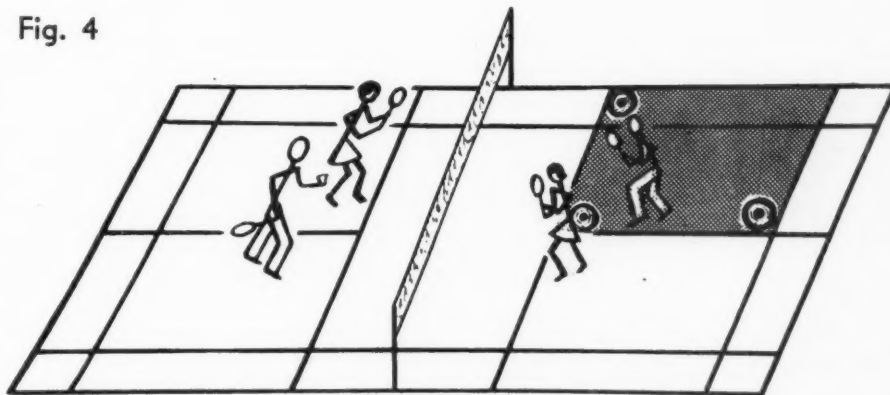


OPENING SERVICE: To start the game, the girl serves from the right court to her opponent in the opposite right court. By placing this serve into the back inside corner, she can direct the play to her opponent's vulnerable backhand and force her to desert her correct team position.

in the left court after the service, thus weakening the combination.

The girl's serve from the left court will generally be most effective if short and placed to the inside corner. An occasional short serve to the outside corner may catch the receiver off guard, but this is dangerous. It may be returned with a drop to the alley which will force her partner to the net and delay the formation for up-and-back teamwork. A long, high serve to the outside back corner is a difficult placement for the receiver to return from the left court and forces her (or him) out of position. However, the placement of a high serve to this corner is quite difficult. A "driven clear" (that is, a flight just high enough to be out of immediate reach of the receiver but lower than the high clear) is generally the most effective flight to use in reaching this outside back corner. This placement, varied with a short serve to the inside corner, is the usual choice of the

Fig. 4



RECEIVING POSITION: When the boy is receiving, his partner should take a position near the midcourt and short service lines. She must be careful not to stand too close to the midcourt line or she might get in the way of a driven service to the inside back corner of the right court.

The receiver should attempt to return the serve in a manner that will enable his (or her) partner to assume his teamwork position.

The receiver's partner may gain considerable advantage during the serve by taking a position as close to

ing illustrations should suggest to the reader other problems and considerations in mixed doubles teamwork. It is practically impossible to lay down a comprehensive set of rules as there are so many variable factors to be considered.

MAKING HIGH SCHOOL BASEBALL PAY

By Carson J. Thompson

Given good promotion and a fair trial there is no reason why the sport should not thrive

Carson J. Thompson has led an exciting athletic life since 1930. From 1930-32 he pitched for Temple University. After graduation he joined the Penn Athletic Club and pitched for the club team for three years. In 1936 he was picked on Uncle Sam's Olympic team and pitched before the largest crowd ever to witness a baseball game—125,000, at Berlin. On his return, he submitted his Olympic memoirs to *Scholastic Coach*, which published his article, "Baseball at the 1936 Olympics," in the June, 1937, issue. During 1936-37, he was director of physical education and baseball coach at Collingdale, Pa., High School. At present he is supervisor of health and physical education at Boyertown, Pa., High School.

TECHNICALLY speaking, we do not have to create an interest in high school baseball. The interest is there. What we really have to do is *maintain* it. Almost every boy, in his pre-adolescent years, develops a zest and interest in baseball. As long as he can play the sport and see games, the interest remains keen and appreciative.

Instead of encouraging this wholesome predilection, the high school is often guilty of killing it entirely. The school may strangle baseball interest in one of two ways: first, by not offering the sport to the boys at all, second, by offering it to them in an unappetizing form, which is almost as bad.

Baseball is too fine a game and has too many merits to be treated with such indifference. It is an ideal spring and summer sport for the high school boy. There are numerous opportunities in baseball for the development of individual initiative, cooperation, sportsmanship and quick, scientific thinking. In addition to these praiseworthy character traits, the sport has many favorable physiological implications. There are fewer injuries sustained in it than in any other sport; the game can be played every day without taxing the players; and the rest between innings and the general pace of the game keep fatigue from exacting any toll on the body.

With so many estimable points in its favor, it is surprising to find the sport slipping in so many schools. This is due perhaps to a series of closely connected circumstances. It all starts with the administrative agency in charge of the sport, and its method of presenting it. A poor job of promotion starts the recession. The students lose interest, player enthusiasm wanes, attendance drops off alarmingly, the administrative body



There's nothing like a good game of pepper to loosen up the arms and legs.

begins to believe the sport is not worth the drain on the treasury, and finally the sport is dropped.

Where the sport is presented properly, the schools are having no difficulties. In these schools baseball is thriving. In an article recently, a Chicago high school coach wrote that 1,100 boys responded to his call for candidates! The State Athletic Association in Iowa has done wonders with the sport by sponsoring a state baseball tournament. High school interest in the sport has increased tremendously since the tournament was started in 1933. When the writer coached at Collingdale, Pa., over 50 percent of the boys turned out for baseball. A similar turnout is expected at Boyertown.

When high school athletic departments are hard pressed financially, they are too prone to apply the pruning knife to baseball. When the writer mentioned this fact to a Philadelphia Athletic scout, he said, "High school authorities do not take a keen enough interest in the sport. Too often a team is just picked and supervised. The finer points of the game are never taught. As a result, the boy's enthusiasm never carries any further, with a loss to both the boy and the school. Baseball is not given enough emphasis as a major sport. Teachers who know little about the sport are assigned to baseball coaching as an extra-curricular activity. This is not

fair to any of the parties concerned."

Given good promotion and a fair trial, there is no reason why baseball cannot be made to pay for itself. For the remainder of the article, the writer will attempt to outline several ways of building up interest.

It will work to mutual advantage to secure the cooperation of the businessmen in this venture. The community's merchants can help in several ways. They may donate cups or similar awards to the winners of leagues, leading batsmen, leading pitchers and best fielders. These awards should be prominently displayed in a trophy case where the entire student body may see them. They offer a special incentive to go out for the team and to try hard once varsity rank is attained.

The merchants can also help with the printing of schedules. These should be ready in time for the first game. The schedules should be distributed during the first baseball assembly and at the opening game to the spectators. An attractive little schedule can be designed and printed free of charge by a local merchant in return for a neat advertisement on the back cover. Some schools are able to put out a cheap schedule by running a few advertising blurbs on one side. This type of game calendar should only be used as a last resort.

The schedule should be arranged to allow for at least two twilight

games, so that the students and townspeople who cannot attend the games in the afternoon can do so in the early evening. Invite parents and try to arrange one game at a convenient time for all to be present. It is smart showmanship to have a flag raising ceremony at the opening game similar to the one used by major league teams. The band may also be prevailed upon to play at the first game and perhaps during future games as well, weather permitting.

Publicity is an invaluable medium of exploitation. Contact local newspapers for weekly publicity on the games and on the players. The sports editors are usually very willing to cooperate. Line-ups and pictures in the papers on the day of the game will draw the public. The student body can get the same information in the school paper. However, the sports pages should not be the sole means of publicizing the games. Post signs in conspicuous places around town and in school, with important details as to time, place and date of the game.

Three-team plan

The players' interest may also be given stimulation by the use of a bulletin board. On this board the coach can post batting, fielding and pitching averages, also clippings and pictures of big league players. Every boy has a respect for the stars of the game and is influenced strongly by their actions.

At periodic baseball assemblies, the coach may show motion pictures of the major league stars in action. Both leagues have film which they will show gratis at your school. Popular players and officials may be brought to the auditorium for speeches on the day before the opening game. Every attempt possible should be made to get the student body interested in the team.

Many high schools have junior high and junior varsity teams competing with other schools in football and basketball. Why not have a similar arrangement in baseball? The writer has used the three-team idea successfully in interscholastic competition and found that it is not as expensive a proposition as it appears to be.

Collingdale High, the first year, allocated \$150 to varsity baseball. During the second year, junior high baseball was added. The team played a ten-game schedule. A classroom teacher, popular with the boys, took charge of the team. The baseball budget was not raised. Expenses were met.

Encouraged by this profitable venture, the writer secured another aca-

demic teacher the following year to assume command over a junior varsity team. In addition to playing the junior high team and the varsity, the jayvees played six outside games. Only tenth graders and boys too old for junior high competition were permitted to play on the junior varsity. A big gap was filled in, and strange as it seems, the budget was still only \$150.

It would have been impossible to work out the idea of three teams for the price of one, without the cooperation of the players. The budget was stretched out to support three teams, as follows. First, capable managers were chosen and held responsible for all equipment and uniforms. Each of these managers had at least two years of experience as an assistant. The junior high team used cast-off equipment and uniforms while the jayvees used varsity equipment and suits.

The equipment and suits were treated like precious gems. When a



ball was lost, practice was stopped until it was found. The players were all taught how to hold a bat correctly, so that breakage could be kept at a minimum. The uniforms were never used in practice. When the boys stepped into them, everybody knew that a game was going to be played. The junior high and jayvee schedules were arranged so that there would be no conflicting dates.

An accurate record of all expenditures was kept. This included expenses for repairs, cleaning, transportation, etc. Medical aid and miscellaneous items were kept separate from the baseball budget.

Practice sessions

So far we have discussed the financial and publicity aspects of the program to create interest in baseball. The third phase of this program is the shaping of a wholesome attitude on the part of the players themselves. High school players like to train for every team. It gives them a feeling of responsibility and spurs them on. It

is bad psychology on the part of the coach to permit his players to labor under the impression that baseball does not require training rules.

During the first week of practice, the boys may be run through a series of calisthenics to loosen the arms, legs and shoulders. A lap or two around the field, a short warm-up with pepper games and the boys are ready for a systematic practice.

During the batting and fielding practice, the pitchers and catchers who are not to be used can be warming up on the sides. The pitchers who like to work last may assist the incumbents by standing behind them and handling the balls thrown in by fielders. Players waiting for their turn at bat can chase fouls. Practice proceeds much faster when there are only two or three "in" at a time. At the finish of the session, the players should take two or three more laps around the field and finish off with an invigorating shower.

Additional notes

Following are a few additional notes on how to help stimulate interest:

1. Encourage a large turnout and give as much individual instruction as possible.
2. Arrange to take the student body to a major or minor league game, if possible. Practically every club in organized baseball is willing to give a school a block of complimentary tickets.
3. Give junior varsity letters to deserving players. The varsity letter should be a full-sized major award.
4. Run an intramural program for boys not on the school team.
5. Insist that the players run to and from their positions during a game.
6. Let the boys pick out their own bats. At the end of the season, give each boy a ball to use during the summer.
7. Reserve a night for a baseball program at the beginning of the season. Invite fathers and friends of boys. Make sure to have a convincing speaker.
8. Put baseball in the limelight and the games will draw crowds.
9. Limit the game to seven innings. High school games have a tendency to drag in the late innings. By cutting the game to only seven innings, a faster and more interesting exhibition will result. Umpires should keep the game moving by cautioning players who are lagging.
10. Charge a standard ten-cent admission price. The public will have a greater respect for the game if they have to pay to get in.

Individual Sports or Team Games?

By Elizabeth Yeend Meyers

Mrs. Elizabeth Yeend Meyers, chairman of the women's department of physical education and health at New York University, is an active figure on the National Section on Women's Athletics and co-author of the book, "Modern Basketball for Girls."

THERE has been a tendency in recent years to overestimate the importance of team games in our school and college programs of athletics. In many curricula, team games such as basketball, hockey and lacrosse are not presented to the students when they want them and forced upon them long after the desire and need are non-existent.

The gang spirit and love of team play is dominant as a rule among sixth, seventh and eighth grade children. It is during this period that in-

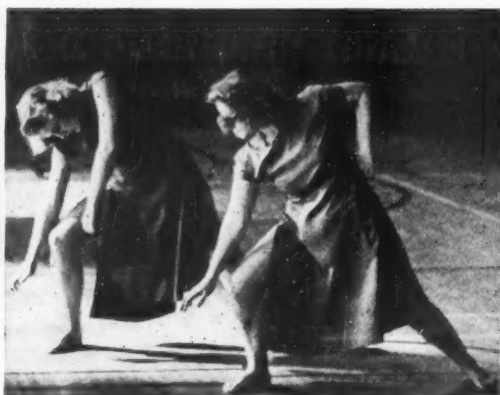
have been carried too far along in the program. The elements of team games have been taught too long before the game itself has been experienced (and in some instances the game has never been experienced).

There are many boys and girls who know basketball only as a "chest pass" and a "foul shot," hockey only as a "dribbling relay" and baseball only as a pitching test at a target on the side of a gymnasium wall.

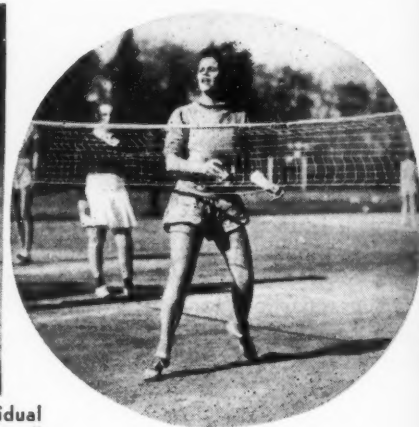
The cultivation of techniques should be an outgrowth of a desire to play a better game, and not the game an outgrowth of the development of perfect techniques. We have dissociated our games and skills to an alarming degree. We have made technique more important than the

where she had charge of all grades through high school, I asked her on what level was the tennis program launched. She told me in the seventh or eighth grade. Was it popular? She replied that it was very much so. Had she noticed any interest in the game on the part of the elementary grades? The answer was significant. While the school did not offer the sport in class, the younger children rushed to the courts every time they had the chance.

This interest may exist in other sports as well. It is of utmost importance that we take an inventory of interests and possibilities in sports. Children, like adults, enjoy doing those things which they do well or which they know. Given a



"There have been no authentic studies which prove individual sports are not as interesting or beneficial as team games."



struction and participation in team games should be offered to boys and girls under the supervision of trained leaders. With this background, a student should be capable in later years of making her own decision concerning participation in team games. She should not be forced to take part in them because of curriculum demands or because of the great stress placed on them to the exclusion of all other sports.

While the sixth, seventh and eighth grade students are learning something about team games, they should also be given some instruction on individual and dual athletics. This experience will stand the student in good stead when the urge for team games is replaced by a more mature desire for individual sports.

It was and still is a mistake on the part of many administrators to reserve team games of high organization for the more advanced physical education classes. Dodge ball, nine-court basketball, captain ball and many other elementary grade games

game, and in so doing have killed interest in the sport itself. The remedy is simple: let us teach the whole game first. When the student becomes interested in the game and wants to improve her skill, she will be in an ideal state of readiness for instruction on technique.

However, when and if we begin giving team sports earlier in the program let us not do so to the exclusion of individual and dual athletics. Many individual and dual sports may and should be started in the elementary program. Because of the value of these sports in later life, we actually have *more basis* for stressing individual and dual sports in our program. The students will lose nothing by it. As yet there have been no authentic studies, or scientific statements which prove that individual and dual sports are not as interesting or valuable to children as team sports.

Recently, in discussing a sports program with the teacher of a physical education program in a city

choice of captain ball, riding, tennis or golf, younger boys and girls would undoubtedly choose captain ball on the basis of past experience. It might be a different story if they knew as much about the other sports.

Earlier in the article the writer expressed the opinion that too little has been done with individual and dual athletics in the early stages of a child's physical education experience. This holds true also for the high school and college programs. Real individual and dual sports are more in evidence in the advanced stages of the athletic program than they were ten years ago, or even two years ago, but we still find many high school and college programs centering around basketball, hockey and baseball.

Cornelia Otis Skinner, the famous actress, in an article for one of the larger publications, writes, "At college I was a member of the seventh hockey team. Hockey was compulsory; there were only seven teams, (Concluded on page 30)"

High Hurdling

Competition Pictures

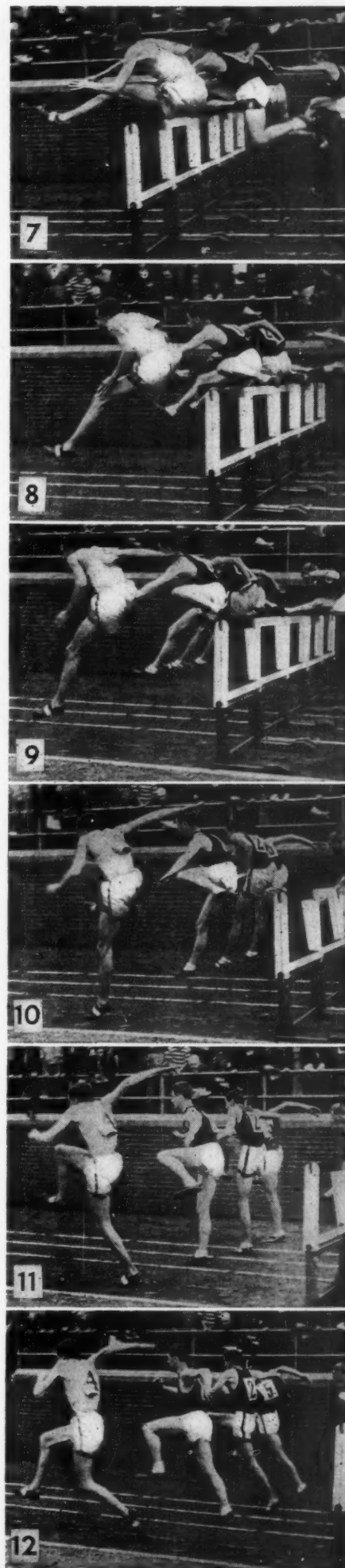
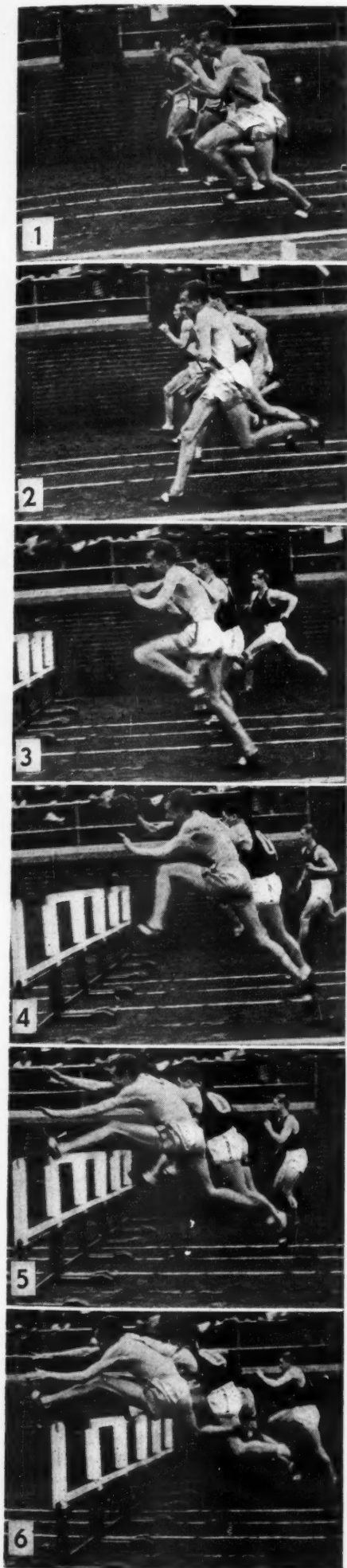
HURDLING requires the speed of a sprinter on the flat, the spring, coordination and rhythm of a jumper in the timing of the lift and the courage of a football player to keep skimming the hard wood by the narrowest of margins. When you have four or five men endowed with the necessary requisites, you see a race as spectacular as this one. The sequence is from a motion picture of one of the heats of the 120-yard high hurdle race at the 1938 Penn Relays. The men who are matching stride for stride are, as seen in the last picture: Frank Fuller, University of Virginia; John Donovan, Dartmouth College; J. M. Shields, Yale University; and Don Kinzle, Duke University.

Smoothness and effortlessness are the words that best describe the action of these loose-limbed athletes. The points of good form to observe are graphically illustrated by Fuller in the lane closest to the camera. They may be cited as follows:

As the take-off foot strikes the ground about seven feet in front of the hurdle (No. 2), the hurdler lifts the left knee and straightens the right leg so that the foot, knee and shoulder are on the same plane (No. 3). A propulsion off the toe and a double arm-thrust are then executed simultaneously. The lead leg, with slightly flexed knee, drives for the barrier and the trunk is bent sharply over the left thigh. At the same time the snapping up of the right leg is begun (Nos. 4 and 5).

When the left leg crosses the top of the hurdle, it is snapped viciously downward, and the rear leg, with ankle flexed, is whipped forward and up over the hurdle at right angles to the trunk (No. 7). By starting the downward movement early, the hurdler assures himself of a successful continuance of the sprinting stride on the return to the ground. As the left leg comes down to the ground, it is partially bent and brought backward so that it will insure landing in a running position (No. 10). The take-off leg is whipped rapidly over the hurdle and snapped down into running stride. As the trunk straightens, the right arm is brought back as a balancing agent and the other arm swings forward in coordination with the forward swing of the right leg.

Note, in the tenth and eleventh pictures, how Fuller accentuates his knee lift and whip up of the arm. This is probably due to the fact that he is slightly off-balance and is attempting to make a correction. The final of this event was won by Kinzle with Fuller, second, and Donovan, third.



ORGANIZATION FOR A DUAL TRACK MEET

By Francis D. Sell

The activities should unfold in smooth sequence and provide continuous action for the spectators

Francis D. Sell, a middle distance runner of note in his day, now coaches track at Boyertown, Pa., High School. In the April, 1938, *Scholastic Coach*, he described the intramural program he installed at Boyertown. He now forwards his ideas on the organization and administration of a dual track meet.

IF TRACK meets are to be interesting and successful to both the competitors and spectators, it is of utmost importance to have everything down to the smallest detail thoroughly organized long before the day of the meet. A track meet, by its very nature, demands more in the way of organization than any of its sister sports. There are no innings or quarters to determine the course of action. It is up to the meet sponsors to blend over 15 individual events into a program so carefully timed, that the activities will unfold in smooth sequence and provide continuous action for the spectators. Without this precise timing of events, the meet will tend to drag, no matter what type of performances are being given.

At Boyertown we have perfected a plan of procedure that has proven very satisfactory. We used this plan last year for the first time, and we had one of the most successful seasons in our history.

General procedure

The same general procedure is followed for all the home meets. About ten days or two weeks before the date of the meet, we send the coach of the visiting team a copy of the rules and regulations and the order of events for the day. This schedule of events is seldom the same for successive meets. It is usually necessary to shift around the events in order to balance the team against the particular opponent to be met.

The coach of the visiting team understands, of course, that the schedule of events has been arranged with the interests of the home team at heart, and so he is given the privilege of suggesting any changes. It is a simple matter to effect a compromise; thus, a smooth-running program is guaranteed for the day of the meet.

The rules of the meet are fairly simple and are used by most high schools in dual meet competition.

1. A school may enter three athletes in each event.
2. There will be no heats in the running events, only finals.

3. There will be five trials with no finals in all field events.

4. Three places will be counted in the scoring of all events: five points for first, three for second and one for third. In the relay events, five points will be awarded the winner and none for second place.

5. A contestant may participate in any three events.

6. Events will be run on a time schedule. All events will be called five minutes before time. Contestants in field events will be excused in order to participate in track events.

At a first glance it may appear that the rule restricting a school to three entries in each event is a bit shortsighted in view of the fact that one of the basic purposes of the dual meet is to give as many boys as possible a

chance to compete. We have found, however, that in schools with enrollments under 1,000, a coach usually does not have more than three good men for each event.

The elimination of heats tends to speed up the meet and takes much of the strain off the competitor, who may compete in any three events. The fourth rule, giving five trials in all field events rather than the usual three trials and three attempts in the finals, was put in the code after we discovered that many visiting athletes were being eliminated because of unfamiliarity with the jumping pits, circles, etc.

Officiating system

At the beginning of the season we usually meet with the three head judges and have a long discussion in regard to the management of the meet. The head judges, in turn, relay the routine work to their helpers. We find that the groups operate more efficiently when they are assigned to the same events at every meet. Each of these men have a schedule of home meets, and once they are organized for the season we can forget entirely about the officiating problem. If your community has no athletic club upon which to draw for officials, business men who were athletes in their day may serve the purpose.

The only official we always import is the starter. It is difficult to find a competent, experienced man who can get the boys off their marks without beating the gun and yet start them so that no one is left behind the gun. It is usually necessary to go out of town to find such a man.

The scoring of the meet is a fairly simple task. The scorer is supplied with a number of forms, which are made by the school's commercial department. The points for each event are recorded on individual sheets and then transferred to a master score sheet. Two general types of forms are

BOYERTOWN H. S.

Vs.

MOHNTON H. S.

Saturday, April 16, 1938
Time and Order of Events

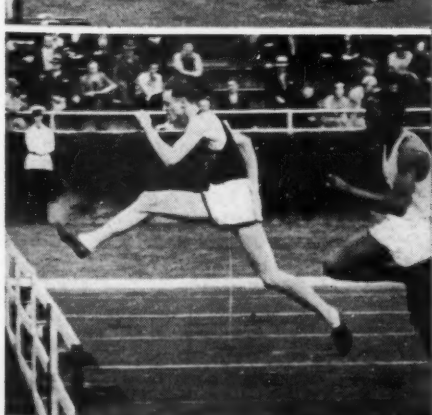
- 1:30—Shot Put (Senior)
High Jump (Junior & Senior)
- 1:45—100 Yd. Dash (Senior)
75 Yd. Dash (Junior)
- 2:00—1 Mile Run (Seniors)
- 2:20—Discus (Senior)
220 Yd. Dash (Senior)
- 2:40—120 Yd. Low Hurdles (Senior)
- 3:00—880 Yd. Run (Senior)
Pole Vault (Senior)
- 3:30—Javelin
Broad Jump (Jr. & Senior)
- 4:15—880 Yd. Relay (Junior)
1 Mile Relay (Senior)

chance to compete. We have found, however, that in schools with enrollments under 1,000, a coach usually does not have more than three good men for each event.

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Problem of officials

One of the most difficult tasks in running a dual meet is to secure individuals to officiate who possess



used, one for track events and the other for field activities.

For the dashes and middle distance events, the scorer employs a form which consists of the name of the school, the entries therefrom and their order of finish. Below this information another column gives a summary of results and the winning time.

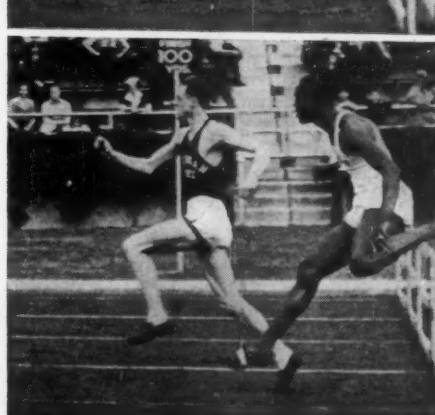
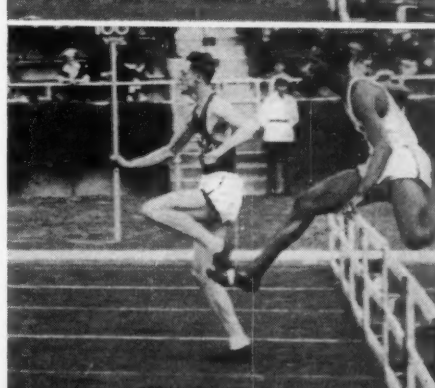
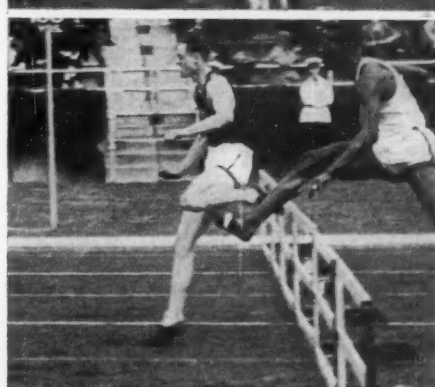
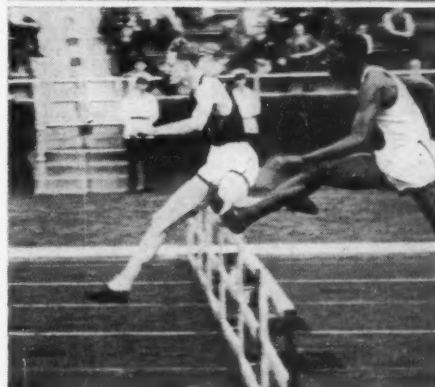
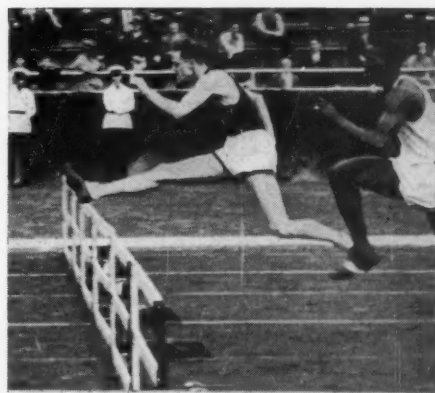
The form used for the shot put, javelin, discus and broad jump is organized in similar fashion. The three entries appear under their respective school headings followed by the distances of all five attempts.

A special form is used for the high jump and pole vault. This sheet is divided into many small square boxes, like a crossword puzzle, with each box denoting a certain height. In the high jump, for example, the first box would be marked "4 ft.," which is the starting height for the event. Since the bar is elevated one inch at a time, the boxes would read from left to right, "4 ft. 1 in., 4 ft. 2 in., etc." If the jumper succeeds in crossing the bar, the scorer marks a zero in the respective box. If the athlete misses, the box is checked. Three checks in one box, and the jumper goes out.

The Low Hurdles

Competition Pictures

After matching the 18-year-old Intercollegiate A.A.A.A. record in the high hurdles last spring, Harvey Woodstra returned to the Randall's Island (N. Y.) track for the 220-yard low hurdles and won the event handily after coming from behind over the last five fences. In this sequence the "magic eye" camera caught him as he cleared the last hurdle a stride ahead of Tom Berkeley of the University of California at Los Angeles. In clearing the hurdle, the body from the waist up is not dipped over the lead leg as form prescribes in high hurdling, but maintains the normal body lean employed in sprinting. The low barrier requires less springing effort and more stepping action than does the higher hurdle. It is not necessary for the left leg and thigh to form a right angle with the trunk as the leg crosses the fence since the 12-inch reduction in height eliminates the need for a high left knee lift. In these pictures the winner is making perfect use of his arms. As the right leg crosses the hurdle in the sixth picture, Woodstra's left arm is directly out in front and the right arm is back. As soon as the lead leg is whipped down (seventh and eighth pictures), the arms synchronize perfectly. The left arm starts going back and the opposite member forward. When the arms have completed their task of body balance, they are in perfect position to be utilized for sprinting (last two pictures). One fault is noticeable in the winner's form. In the sixth picture, instead of crossing the hurdle with a slightly flexed knee, Woodstra employs a perfectly straight leg. This makes it necessary for him to use two movements instead of one to snap the leg down. The knee of the lead leg should be kept bent so that the maximum flexibility of this member is maintained to permit the step down after the hurdle is cleared.



KNOW THE RULES TO PLAY THE GAME

By William A. Healey

A study of the relationship between a basketball player's ability and his knowledge of the rules

William A. Healey, a coach at Sycamore, Ill., High School, submitted this investigation into the relationship of playing ability and knowledge of the rules in boys' basketball, in the form of a thesis for the degree of Master of Arts in the Graduate College of the State University of Iowa.

MANY basketball coaches teach the boys the fundamentals and drill them to perfection in the execution of intricate plays, but do not teach or spend a great deal of time on the rules of the game. It is the writer's belief that these coaches expect the rules to be learned or "picked up" by the boy as he progresses in ability. As a result, particularly among high school boys, the players do not thoroughly understand the rules until they are juniors or seniors.

The purpose of this study is (1) to determine the relationship between a player's ability and his knowledge of the rules; (2) to determine the relationship between a team's season record in terms of games won and lost and the team's knowledge of the rules.

The first step in attacking this problem involved the construction of an objective paper and pencil test which could be used to obtain a measure of a boy's knowledge of the playing rules. It was decided that 50 questions would do the trick.

Plan of attack

The test items were selected after analyzing books by Craig Ruby, former University of Illinois coach, and Nat Holman, coach at the College of the City of New York. The analysis brought out the fact that a great deal of stress is placed on fundamentals.

Experts in the field of basketball were also consulted, including an official of the Illinois State High School Athletic Association, and a large group of coaches.

The test, when constructed, included 50 questions of the true and false and multiple-choice variety. It was built around the fundamentals of: (1) passing, (2) shooting, (3) dribbling, (4) catching, and (5) guarding.

Eight sets of test questions were sent to coaches in 100 schools ranging in enrollment from 50 to 2,000. The coaches were asked to give the test to their first eight varsity players under strict examination conditions. In addition they were requested to

rank each player on the basis of his all-round playing ability.

The test was also sent to 50 carefully selected basketball officials and to 100 coaches of high school teams in order that we might obtain data with which to determine the validity of the test.

The author also administered the test to 44 high school boys who were members of his regular physical education classes. These boys were relatively unskilled basketball players and their records were used to supplement those obtained from the coaches and officials.

The test was administered twice to seven complete teams with an interval of one to two days between testing periods. This was done in an effort to establish the reliability of the test.

Scores and rankings

The correlation between the players' scores and the coach's ranking of the players was done by the use of the Pearson Product Moment plan. The coach of each boy rated the boy according to his ability as a player. The scores the boys obtained on the test were then correlated with the coach's rankings. The results obtained showed a correlation of .3888 with a probable error of .0305.

There are a number of things to consider when interpreting these correlation figures. One important phase is the accuracy of judgment by the coach in his ranking of each player. When any element of personal judgment enters into a grading of this kind, there is a distinct possibility for errors.

Another factor is the difficulty a coach might have in assigning definite ranking positions to his players, especially the first five varsity boys. Then, too, the player may be a real student of the game and yet lack the physical ability and coordination to enable him to become one of the better players. His love for the game would, in many cases, move him to learn the rules and minute points of the game which would show up in the test and not in the coach's ranking of him as a player.

Therefore, the correlation figure of .3888 with the corresponding probable error of .0305 which was found, shows that the correlation between the scores made on the test and the rankings assigned by the coaches is significant, but not high.

Table 1 shows the relationship between the coach's ranking of players and the players' scores on the test given. Column one gives the eight rankings of the coaches; column two, the number of questions answered correctly by each group; column three, the number of questions missed by each group; and column four, the percentage of correct answers for each of the eight group rankings. Three hundred and fifty-two players were tested.

Table 1

Coach's Ranking	Correct	Missed	Rating
1	1847	353	84%
2	1783	417	81%
3	1786	414	80%
4	1779	421	80%
5	1741	455	79%
6	1738	462	79%
7	1736	464	79%
8	1700	500	78%

There is an evident gradation in the last three columns from top to bottom. There is a difference of six points (figured in percentage) between the number one group and the number eight group.

When a conference of any kind is formed, whether it may be music, dramatics, or athletics, there are many things taken into consideration such as: (1) distance apart, (2) comparability as to number enrolled in school, (3) equality of teams, etc. Probably the most important, and the one in which we are most interested in as far as this test is concerned, is the equality of teams. By looking at the 1937-38 standings in a particular conference in which the writer is interested (Table 2), it is evident that with the exception of Team A, the quintets are closely grouped in their test ratings (last column). Incidentally, it was Team A that won the state championship that year.

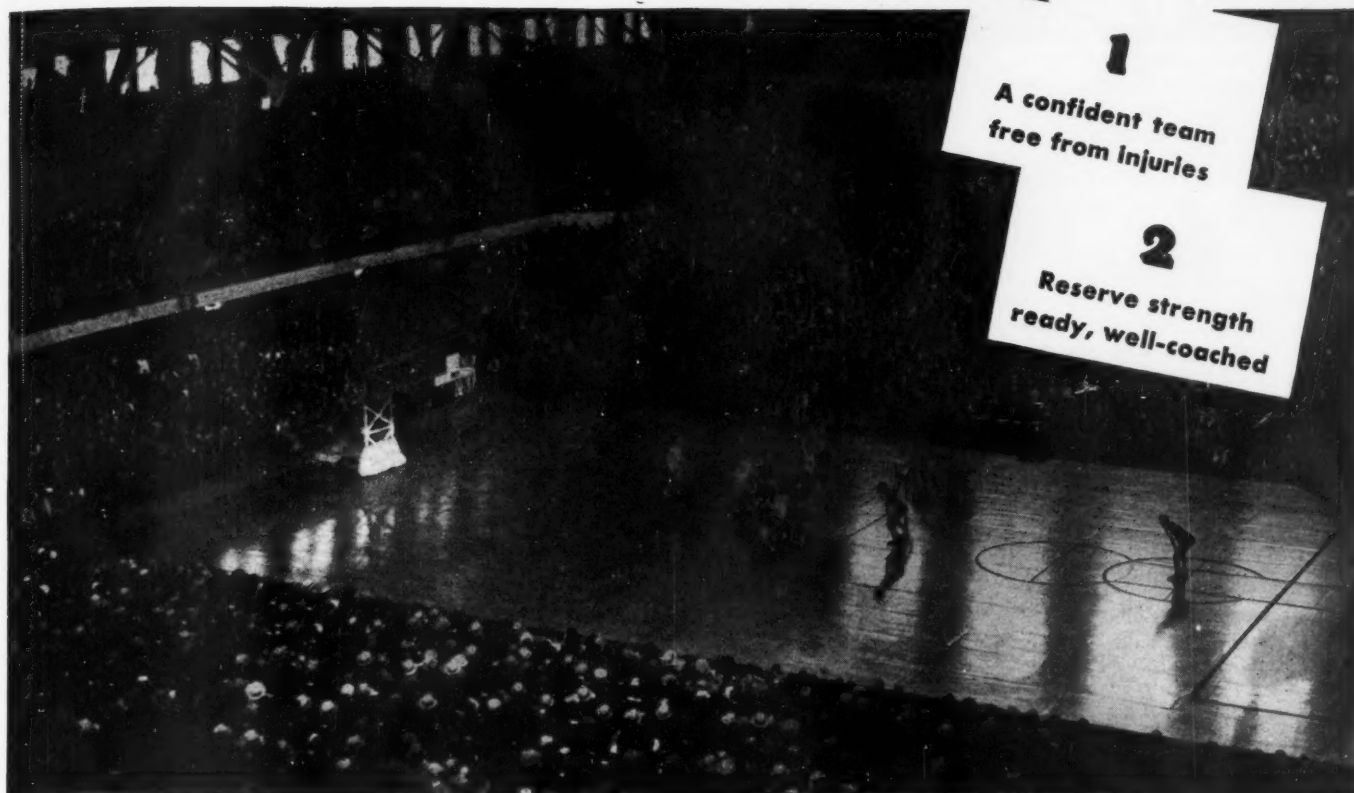
Table 2

Team	Won	Lost	Average Score*	Test Rank
A	14	0	5.1	1
B	11	3	9.4	7
C	7	7	8.6	2
D	6	8	9.1	4.5
E	6	8	8.75	3
F	5	9	9.3	6
G	4	10	9.1	4.5
H	4	10	10.0	8

*Average number questions missed.

In checking the examination scores of the teams in this conference, it was found that the average team
(Concluded on page 33)

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livery and should have been called a ball.

3. The pitcher correctly fielded his position. A pitcher always goes toward first base on every ball hit to his left and continues on to the bag unless the first baseman covers it himself.

4. Never toss a ball when it can be thrown. A ball should be thrown shoulder high to a pitcher covering first base, and there should be some speed behind the throw.

5. Where was the catcher? A catcher always backs up throws to first base unless runners are on scoring position bases.

6. Any player is apt to drop a fly ball. The big mistake the pitcher made was in not going to his correct defense position as the bat dropped indicating a bunt. He had to lunge for the catch because he was not in his correct position. A pitcher always goes forward toward the plate as the batsman indicates by the drop of his bat that he is going to bunt, unless there are men on both first and second bases. In that case he pitches and then rushes toward the third base line in an effort to force the runner coming into third.

7. A hunted ball is never an infield fly.

8. Incorrect decision by the umpire. A runner can advance at his own risk on an infield fly.

9. If the infield fly rule was to be applied there was one out, but in this situation the rule could not and should not have been enforced. First and second bases must be occupied by base runners with less than two out to have the rule apply.

10. A very bad throw. An outfielder always bounces his throws to an infielder except on relay throws, which must be caught by the relay player shoulder high, and very short throws which are thrown directly at an infielder.

11. The shortstop covers the bag at third base for this throw. On fly balls to the outfield, the shortstop covers third when there is a runner on second base who might make an attempt to advance after the catch.

12. The ball which bounded into the crowd should have been caught by the third baseman. He was the player who must back up third base on such a throw. Where was the pitcher? I hope he was in his correct position half-way between third base and home plate on foul territory.

13. The runner correctly slid into the bag at third base. All runners should slide into base bags to keep from over running them.

14. The run scores. According to the rules a ball thrown into the stands entitles a runner to two bases.

15. Bad base running if chances were taken. A runner makes every effort to reach third base with one out; he never makes the same effort with none or two out.

16. The first rule in base running is: touch or tag each base, never miss a bag. It was the fault of the shortstop who covers second base on a hit to right field, the pitcher who was backing up third base, the third baseman

who was expecting the throw, the left fielder who was on the foul line beyond third base, and the catcher who was standing behind home plate—that the attention of the umpire was not called to the fact that the runner had missed second base as he passed. The first baseman watches the hitter to see that he touches first as he rounds it.

17. Smart base running on the part of the player who hit the ball. A runner always comes around first base under full speed on a base hit and continues on to second unless he sees a proper defense for the play. In that case he returns to first.

18. Not bad strategy. Three men on bases give the infield an opportunity to attempt a double play by way of second base.

19. Balk. The catcher, by standing outside of his lines before his pitcher is in the act of delivery, commits a balk.

20. The batsman was out the moment he hit the ball. A batsman hits a ball illegally when either or both of his feet are upon the ground outside of the lines of the batter's box.

21. One knee on the ground means too many false motions before a ball can be fielded and returned to the infield. All outfielders should make an attempt to field every ball hit to him in as near a throwing position as possible.

22. The second baseman was not in the correct defense position. The second baseman always goes out on every ball which is hit into right field in order to protect a possible relay.

23. Never play a close infield with two out in an effort to catch a runner at the plate. The out should be attempted at first base.

24. Correctly played. Both the second baseman and the shortstop go out for all fly balls hit back of second base close to the infield.

25. Another correct play. When one player shouts for the catch, the other rushes back immediately to second base, preventing as far as possible the chance of the runner reaching that base.

26. Correct again. The third baseman always covers second base with a runner on third base with two out, whenever the second baseman and the shortstop go after a fly ball which neither one is able to tell at that instant which one can make the catch. The third baseman always does this unless a runner is on a base where the baseman might have to take part in some defense play.

27. What base running! Every base runner with two out should not hesitate in advancing as far as possible toward making a run.

28. A balk. A very tricky base running play and one not to be overlooked by any base runner. The motive behind the play is to get the pitcher to commit a balk. This the pitcher did. There is only one way for a pitcher to step off the rubber without committing a balk. He must lift his pivot foot and step back from the rubber, the other foot is firm on the ground.

29. Correct play on the part of the shortstop. The shortstop is the correct

player to take a throw coming from the pitcher; he is in a position to make the put-out or chase the runner back toward first base without any lost motions.

30. Three throws are all that is necessary to make this play. Pitcher to the shortstop who in turn runs the base runner back toward first base very fast and by a short throw to the first baseman completes the play.

31. There should be only three players in any run-up play. After the shortstop received the ball from the pitcher, the second baseman should have protected the base left vacant by the player chasing the runner back toward first. The center fielder and the pitcher have no business to be in any run-up play.

Home team

32. Bad offense. The lead-off man should not swing with two balls and no strikes. As a rule the batsman should take one strike whether his team is ahead or behind in the score.

33. Both the shortstop and the third baseman go after such a fly ball. The shortstop makes the catch providing he can reach it. The reason for this is that the shortstop has continuous sight of the fly ball from the time it leaves the bat until he makes the catch, while the third baseman would have to make a very hard catch, probably over his shoulder.

34. The first baseman no doubt forgot the rule that he must throw the ball, with first and second bases occupied by runners, to the outside of second base to start his double play. The shortstop can then hit the bag with his right foot and pivot away from the oncoming runner and complete the double play.

35. Bad defense positions. Never play a close infield when a run can be given. Even though it may be the tying run, it would be better to play deeper unless third base only was occupied by a base runner.

36. Offense attack was not sound. A batsman should hit the good ball with runners on scoring position bases, especially if he has the pitcher in the hole.

37. Such defense playing is the cause of those white hairs on the heads of many coaches. With four runs ahead, a throw to the plate allows the other base runners to move up a base—very unsound baseball. A throw to third base would have probably kept the runners on first and second, where a double play by way of second base would have ended the inning.

38. The pitcher was no doubt backing up third base. Give him credit if he was in that defense position.

39. The batter correctly hit the good ball with the count two balls and no strikes. The batter should hit; the hole advantage should never be passed up when runners are in a scoring position.

40. With a three run lead, the second baseman should not have been playing close. His play should have been from a deep position and his throw should have been to first base.

41. The base runner played his part in his base running problem correctly.

When he saw that he was going to be caught at the plate, he stopped, and went back toward third base in order to do all he could to get the player who hit the ball to second base.

42. The runner who was on second base was awake in this play. When a player is being run back and forth between the bases, the runner following should advance as far as possible.

43. Umpires and players erred. The second runner is the one to be tagged if the out is to be lawfully made.

44. The left fielder played it poorly. On a fumbled ball or a dropped fly, the ball must be thrown so that the batsman cannot advance an extra base.

45. Very sorry base running. A player making a base hit to the outfield should never over-run first base on foul territory. He should always make his turn around first base under full speed and advance a base if an outfielder makes an error, fields the ball in a non-throwing position or throws the ball toward the plate, unless he sees a defense player in a position to make a play whereby he might be retired. In that case he stops and returns to first base.

46. The runner should not have walked slowly back to first base. What a boner he pulled when he woke up to the fact that the outfielder not only made a fumble but also threw the ball toward the plate.

47. Where was the second baseman and the shortstop on the delayed steal? It is almost impossible to make a delayed steal if the guardians of second base are awake. When only first is occupied by a runner, the second baseman and the shortstop should form the habit of starting toward second base after each pitch has passed the batsman in order to stop any attempt on the part of this runner to make a delayed steal.

48. Superficial splitting of the skin should be treated by an application of mercurchrome or iodine and covered with a sterile dressing.

49. The run should not count because the ball was dead. A fair hit ball striking an umpire before an infielder (pitcher excepted) has had a chance to play it must be declared dead and the batsman must be credited with a base hit. Runners cannot advance unless they are forced to in order to permit the hitter to occupy first.

50. The wide awake runner sized up the situation and went to third base on the catcher's throw to first. It is impossible for the first baseman to put out the runner at first base, or even make an attempt to put him out, and still get the man going into third.

51. A good catcher never allows a runner to steal a base without making some effort to do something with the ball. In the stated case he had the option of doing one of two things: throwing through to second base or making a good bluff and whipping the ball to third in the hope of retiring the runner at that bag.

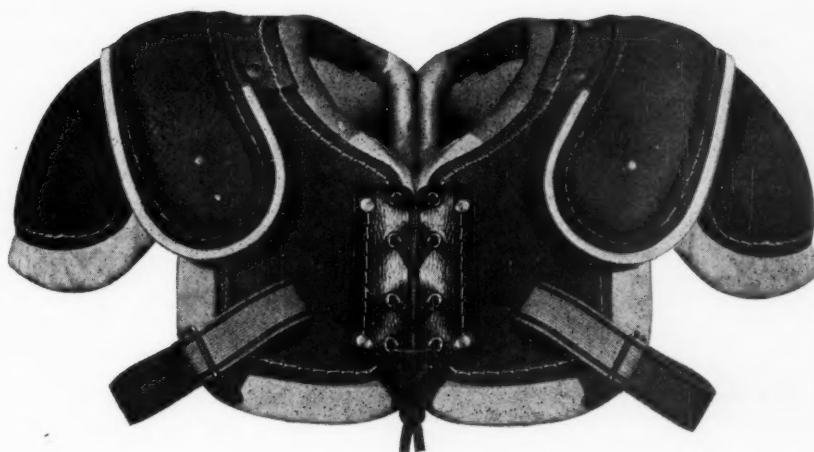
52. A mistake. The ball was in play. A thrown ball which hits the umpire is in play and bases can be run; in fact, runners are entitled to all the bases they can make. In this case the run counts.

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INTENSIVE VOLLEYBALL TECHNIQUES

By Richard Marsh

An experienced player can give the ball a ride by merely flicking it with a good wrist-snap

VOLLEYBALL has two great possibilities: on the one hand it may be promoted purely as a recreational activity, with the play element predominating, and on the other, the game has tremendous possibilities as a competitive sport. Both aspects, however, have their places and one need not displace the other.

Most of the volleyball that is being played today is in organized classes and in intramural classes in schools and colleges. There are several reasons for its popularity as a school sport. The game uses a large number of players; it is a free activity; the equipment is simple and very inexpensive; it can be played in a comparatively small space in relation to the numbers that play; and it requires no special surface so that it can be played on almost any level area.

In the schools much of the volleyball is of the purely recreational type. The players are merely interested in a carefree style of play, with no other thought in mind except to hit the ball over the net whenever it comes within hitting range. It is this type of play that has led many to believe that volleyball is a sort of good-time affair which does not require much ability.

The intensive game

In recent years, however, there has been a marked improvement in what is known as "intensive volleyball." In contrast to the haphazard organization of the recreational game, intensive volleyball demands the training and coaching that is necessary for the other major games. Every move is more or less predetermined; it is a business and it is work. This is a game for our more active and athletic types of young men and women, for only young athletes can stand the pace when the game is played at its maximum intensity.

In training for the intensive game, individual skill must be developed to a high degree and coordinated with team play. The fact that the volleyball is extremely light makes its handling a deceptive matter. The slightest external force causes it to deviate from its course, and none but the most skillful can handle it with any degree of ease and accuracy. A good server can make the ball perform almost unbelievable gyrations,

and, in exceptional cases, can put so much "hop" on it that the receiver cannot even touch it, much less pass it to a booster.

On offense the team has no definite floor arrangement, except to hold some semblance of the two basic rows and always face the ball. Defense, however, is a more difficult proposition. Many a team has fought a losing cause simply because it did not adhere to a few standard defensive

Fouls and Violations

1. Stepping on or over the line while serving.
2. Stepping over the line under the net.
3. Touching the net with any part of the body while the ball is in play.
4. Reaching over the net under any circumstances.
5. Scooping, lifting, shoving or following the ball, or allowing it to come to rest momentarily in the hands. It must be clearly batted and not caught or held.
6. Playing the ball twice in succession, or letting it hit two places on your body in the same play.
7. Allowing the ball to touch clothing or body below the hips.
8. Four hits: the ball must go over the net in three plays.
9. Serving out of turn.
10. Reaching under the net and playing the ball while the opponents are playing it.
11. Spiking or attacking the ball when playing in a back position.
12. Any double foul on the same play makes the ball dead.

rules. As a defense against a spike (the maneuver in which one opponent, a booster, lifts the ball well above the net, and the man beside him leaps into the air and hits the ball forcibly into the opposite court), the front line should deploy in a slightly crescent-shaped alignment with the middle man being closest to the net, about a yard back.

The back line also falls into a crescent but the middle man is slightly further back from the net than his two adjoining players. They should all be in a crouching position, one knee on the floor, and have their hands extended, palms out, in front of their faces. Above all, they must face the spiker and keep their eyes on the ball in order to hit it if it

comes within reach. Naturally, the position of the men on defense varies according to the type of spiker, and the placement of the boost. At no time should the ball be returned with the palms of the hands. When experienced players handle the ball, practically no sound is audible other than a slight snap as the ball contacts the thumbs and fingertips. Wrist and finger movement is necessary in ball-handling and two hands should be used at all times, except in spiking, when one hand only is the invariable rule. A good player can give the ball a ride with apparently no arm movement. He merely flicks the ball with a powerful wrist-snap, a pretty maneuver when done correctly.

Boosters and spikers

The usual team is composed of three boosters and three spikers. The boosters are selected for their set-up ability, quickness, shrewdness and serving ability, while the spikers are chosen almost solely for their spiking ability. The spikers are the cannon of a team, while the boosters are the primers. They carry the ammunition to the front and load the cannon. Every spiker should have a permanent booster who knows exactly where to place the ball for his or her teammate's most lethal operation. A spiker without his special booster is sometimes quite useless.

The ideal type for a spiker is a tall player with plenty of leg spring. Since the average person cannot by several inches stand and touch the top of the net, it is obvious that the spiker must be able to get up quite high in order to pound the ball down with consistent success. For this reason the taller players are usually the spikers, though this is not an inflexible rule. A player of average stature with exceptionally springy legs, may be an excellent spiker. A spiker's effectiveness increases with his ability to slam the ball in a course as close to vertical as possible. Probably the best spikers are those who get their fingers on top of the ball and snap it almost straight down into the opposite court.

There is another type of spike, however, that is more widely used and more deadly than the aforementioned type. In this spike the ball is boosted about eight inches behind the net and the spiker hits it as hard as possible with his clenched fist but

at not such an acute angle. When this spike is done right, the ball travels like a bullet and is almost as difficult to stop. The timing on this spike is extremely delicate, and takes years to perfect. There are two cardinal rules necessary to good spiking: (a) Hit the ball on its upper surface, and (b) Hit it hard.

Underhand serve

There are about as many types of serves in volleyball as there are players. Each player has his own peculiar twist or frill to put into his serve. The rituals some players go through preparatory to serving are positively awe-inspiring. The easiest and most certain serve (and, naturally, the easiest to return) is the underhand type. This is done simply by swinging the arm in a groove and striking the ball with the heel of the hand or the clenched fist. The arm motion is similar to that of a softball pitcher.

Some players bat the ball with a sidearm motion and some with a pushing motion, but the most difficult to master, and the most effective, is the overhead serve. The server faces the sideline, throws the ball into the air, and brings his arm in an almost perfect overhead arc into contact with the ball. If he connects correctly the ball is tough to handle. It seems to come curling over the net and then abruptly shoots down. As the player becomes proficient at serving, he soon learns to throw the ball up with peculiar twists, which result in unpredictable flights.

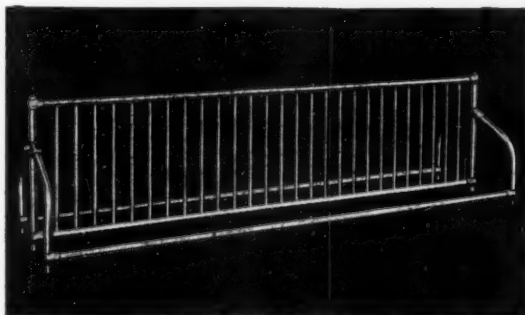
Stratagems

There are tricks to every game, and volleyball is no exception. The few that follow do not cover the field by any means. Probably the most common trick is spike blocking. This is such an ordinary maneuver that it should perhaps be designated as a daring defensive move rather than a trick. The first row man on the defensive team who is facing the spiker jumps up with his hands extended above and close to the net in the ball's probable line of flight. If the maneuver works the ball, after being spiked, will carom off the blocker's hands back into the spiker's half of the court. However, it is practically impossible to block with any good percentage of success; and the team that tries this "get-rich-quick" trick too often is running a risk, unless they are experts. A good spiker can make the blocker look silly by lightly tapping the ball over the blocker's hands, so that it falls in that vast area behind the blocker.

(Concluded on page 30)

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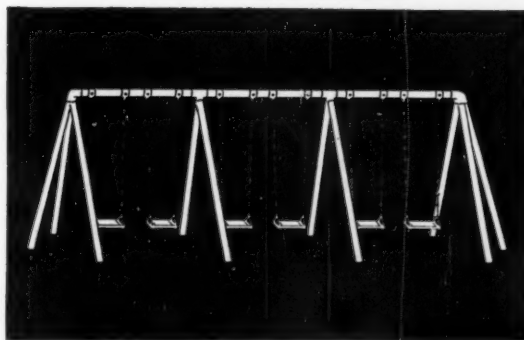
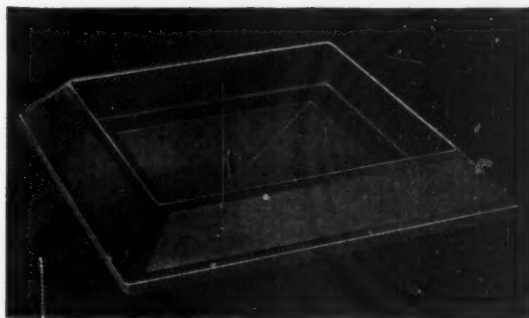
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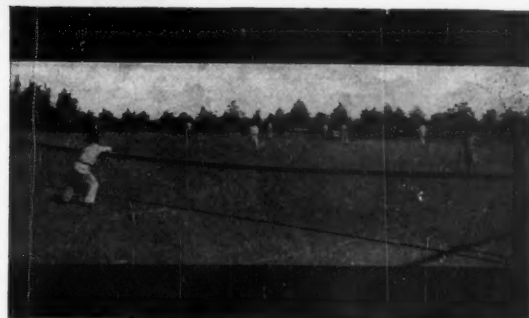
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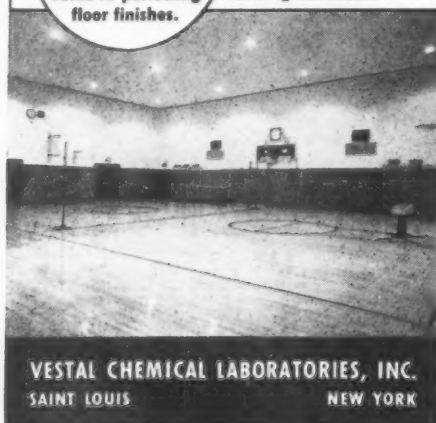
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From the States

This department includes correspondence from state high school coaches' associations and state high school athletic associations. All associations are invited to participate.

National Federation Notes

APPROXIMATELY two-thirds of the state members were represented at the annual meeting of the National Federation at the Cleveland Athletic Club, Cleveland, Ohio, on Feb. 27. The morning session included a comprehensive review of the various athletic insurance plans by Secretary F. R. Wegner of New York. This was followed by a panel discussion on the subject, "The Educational Objectives and Outcomes of the Interscholastic Athletic Program." The panel was led by P. A. Jones of Sharon, Pa., and the following men participated in the discussion: Dr. Hiram A. Jones, State Department of Physical Education, Albany, N. Y.; Edmund Wicht, Harrisburg, Pa.; L. L. Forsythe, Ann Arbor, Mich.; F. L. Biester, Glen Ellyn, Ill.; Floyd A. Rowe, Cleveland, and A. L. Millson, Cleveland.

Routine business was transacted at the afternoon session. This included the election of two members to the Executive Committee and reports by all standing and special committees.

C. W. Whitten, executive secretary of the National Federation, attended the annual Oklahoma state association meeting in February. Oklahoma has always been interested in the activities of the National Federation. Lee K. Anderson has been doing a fine piece of work in bringing Oklahoma high school athletics into step with progressive trends. The state association has not been organized as long as many of the others and consequently the sentiment in some sections of the state relative to such matters as age limit and other eligibility rules has not always been in harmony with the best educational thought throughout the country. Some of the eligibility cases have been taken through the courts and while the lower courts have sometimes reversed actions of the state association, the Supreme Court has always upheld the decisions of the state association board.

The National Federation Interscholastic Football Rules book will be printed early in March so that it will be available for spring football practice. The book will contain a section devoted to six-man football.

The meeting of the National Basketball Coaches Association is being held at Northwestern University on March 24 and 25. It will be held in connection with the national collegiate basketball tournament. The national basketball rules committee will probably meet during the following week. The exact time and place has not been decided at the time this article went to press.

Connecticut

State finals restricted

IN COMMON with other state high school athletic associations, the Connecticut Conference is all set for the annual basketball tournaments. As usual there will be three divisions—Class A, Class B and Class C-D. The C-D games will be played in the gymnasium of the Weaver High School, Hartford, and the A and B finals will be played in the spacious Arena, New Haven.

For two years the qualifying rounds have been a wide-open affair, but this year a restriction has been imposed on the number of entries. In order to qualify for the early rounds a school must win 50 per cent or more of its regularly scheduled games with schools of its own class or higher. This restriction was passed by the Conference because a majority of the coaches felt that the open qualifying round imposed too great a strain on the winning teams.

The new plan may make it possible to play some of the qualifying games in different centers of the states, thus reducing the amount of travel formerly necessary to bring together widely separated teams. Final decision, however, on this plan cannot be made until all entries are received.

Finals will be played during the week of March 6-11 and the winner and runner-up of the A tournament will represent the state in the New England games at Springfield, Mass., on March 16, 17 and 18.

"Sudden death" rule

Because of considerable objection to the new "sudden death" rule for tie games, schools have been asked to vote on the question of setting this rule aside and substituting the former rule of definite over-time periods. If a majority favor the older rule, that will prevail during the tournament. The prevalence of closely contested games throughout the state during the present season makes this question of prime importance. At this writing, the old rule is preferred.

The swimming championships will be held in the Payne-Whitney pool, Yale University, on March 25. This meet is for determining individual champions, the school championships being determined by the dual meets of the Swimming League as in former years.

Each year finds a larger number of entries in the indoor track meet. H. S. Wood, director of athletics at Wesleyan University, has again offered the facilities of the fine Alumni Field House for these events and J. F. "Fritz" Martin, popular track coach, will be director of sports. The meet will be held on Saturday, April 1.

WALTER B. SPENCER,
Conn. Intersch. Ath. Conf.,
New Haven, Conn.

North Dakota

Spring football abolished

TRACK and field athletics, which have been growing rapidly in North Dakota high schools in recent years, was given a new stimulant this year. At the last meeting of the state high school league, this legislative body voted to abolish all football practices between the period extending from Jan. 1 to Aug. 25. By eliminating spring football, the school will be able to develop a better balanced athletic program.

As the basketball season enters its final stages, an interesting Class A basketball tournament is anticipated during the fourth week-end in March. Since every one of the 12 largest schools in the state has suffered at least one defeat, the tournament is wide open. Fargo is the defending champion.

The veteran St. Leo's Parochial High School team of Minot, with several victories over strong Class A quintets this season, is favored to defend successfully the Class B title it won last year. The B tournament will be held in Minot during the third week-end this month.

JOHN MACH,
North Dakota H. S. Coaches Assn.,
Williston, N. D.

Kentucky

Eligibility policy

THE Board of Control of the state's high school athletic association has adopted a policy concerning eligibility that should be of interest to educators and physical instructors of other states. The following paragraph was picked out of a letter recently circulated to all member schools in the state by President W. F. O'Donnell, who is superintendent of schools at Richmond:

"Occasionally we have complaints that too many boys are permitted to return to their home schools without loss of eligibility after having attended a school outside their home district. For many years it has been the policy of the board of control to encourage athletes to stay in the district to which they belong. We believe that under Section 2 of Rule 6, the board must restore the eligibility of one who returns to his home school whenever the board is convinced that the returning athlete is not returning primarily for the purpose of participating in athletics. Even when we are convinced that a player went to an outside school in order to participate in athletics and has remained there long enough to become eligible, we will permit him to return to his home school without loss of eligibility on the theory that it is better for him to represent his home school than to represent a school in another district."

Although the National Federation football rules have been used with success in Kentucky high schools, there is now talk of returning to the intercol-

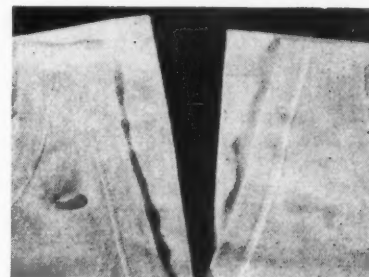
(Continued on page 34)



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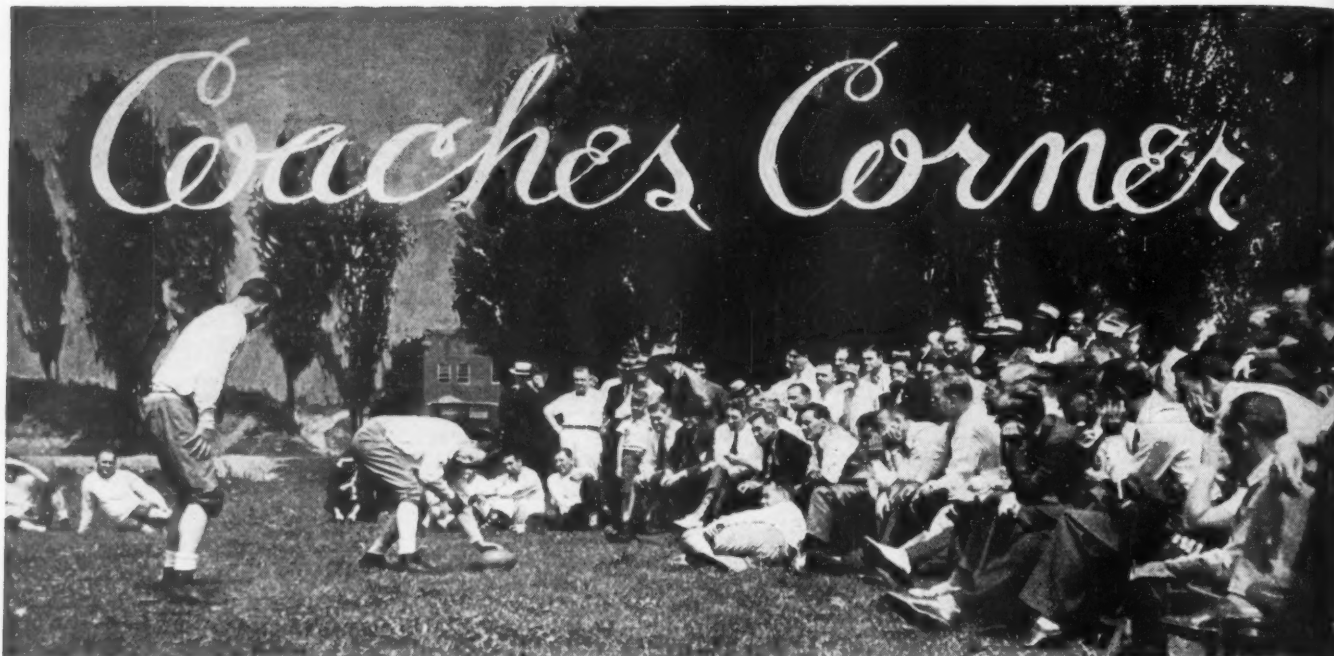
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If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

Coach Larry Dale of Woodstock, Ill., watched his cagers drill early this season. He was impressed by the business-like way in which one of his substitutes went about practice. No one worked harder. He was the first in the gym and the last to leave.

As far as Larry could see the boy was the best prospect that had turned up in years. Since the newcomer was entirely unknown, Larry determined to keep him under cover until a really tough situation came up. Then he would shoot the boy into the game as a surprise and sweep the other team off its feet. Game after game went by and the Woodstock boys managed to win one after another. The star of all the practice sessions continued to sit on the bench. Then one night Dale's championship hopes hit a snag. His players were having an off night, while his opponents, one of the weakest teams on the schedule, were hotter than the well-known little red wagon. The great moment had arrived to spring his surprise.

"Son," he smiled, as he called to his star substitute, "get in there and show 'em how the game ought to be played. There are a couple of minutes left to go and we only need three points to win." The star substitute jerked off his sweat shirt and then slumped back on the bench, his face twisted with pain.

"Coach," he moaned, "I can't go in! My legs are asleep!"

Since it is about time for spring practice, perhaps a football story is not out of place. Last fall for the first time since 1924, Syracuse defeated Colgate. After the game three of the staunchest supporters of Syracuse were stopped on their way out of the stadium by an officer of the law and questioned con-

cerning the piece of plank that they were carrying away with them.

"Whaddaya mean ripping up the seats?" demanded the officer.

"Lissen, Buddy," they told him, "for thirteen years we've been sitting on this same piece of board waiting for Syracuse to win, and now we're taking it home for a souvenir. Understand?" For once in an emotional crisis the law understood.

In basketball a tie score is a rarity, but this season two Ohio teams decided that there wasn't anything they could do about it. Johnsville and Edison battled to a 16-16 tie during the regulation playing time and were unable to break the deadlock in four extra periods. In the final seconds of the last overtime, an Edison player saved the game for Johnsville by stepping over the restraining line after a successful free-throw attempt. Our attention was called to the game by Coach Gene Auld of Vernon Heights Junior High.

"The game was played last Dec. 23, and I happened to be the very tired official. The nice thing about the game was the sportsmanship of the crowd. Even when the home team lost that last point by being on the line, the decision was accepted graciously. It was a tough one to call, however."

Down at Jacksonville, Ill., it seems that no one is certain who won the game with Clinton. The scoreboard showed Clinton ahead 28-27, but after the players were in the showers, it was discovered that the official scorebook showed Jacksonville ahead 27-26. Coach Joe Axelson's private score likewise disagreed with the scoreboard, but since his Clinton players had stalled for the last few minutes, the Mitchell brothers of Petersburg, who officiated the game, decided that it would be best to let the final score stand in Clinton's favor. Coach Walker

of Jacksonville took the whole mix-up philosophically.

At last a peaceful way of settling a feud has been discovered by the Hatfields and the McCoys. A half century ago the West Virginia mountains rang with the fierce gun fights that marked the meeting of the reckless mountain boys. Recently, however, the descendants of the two fighting families "shot it out" on the basketball floor at Matewan. The McCoys—Sam, Bay, Bob, Mack, Jim, and Pete—won over the Hatfields—Sonny, Cabell, Walter, Sid, Carl, Glenn, Frank Early, and William—by a 17-5 score. No casualties.

Loren Schultz of the *Iowa City Press-Citizen* records one that is worth passing along.

"The Purdue-Iowa game presented several interesting highlights. Naturally Iowa broke its Big Ten scoring record when they tallied 49 points, but the fans in a certain sector of the field house got the biggest thrill of the evening when a pair of false teeth suddenly went whirling through the air. It is being rumored that a certain Iowa City high school basketball coach is the owner of the aforementioned bicuspid. One girl, sitting near the coach, muttered, 'Gee, is vaudeville coming back?'"

One of our Ohio fans reports that Centerburg High School claims the offensive and defensive basketball record of Ohio for the 1938-1939 season by virtue of its 149-2 slaughter of Bladensburg. Referee Jack Robeson stood near the Centerburg basket most of the game and watched the victors, five of whom scored more than 20 points apiece, pour in the points. Bladensburg's two points were scored on free throws.

In Texas the junior high teams go in for scoring in a big way. Alexander (Concluded on page 31)

PAGE

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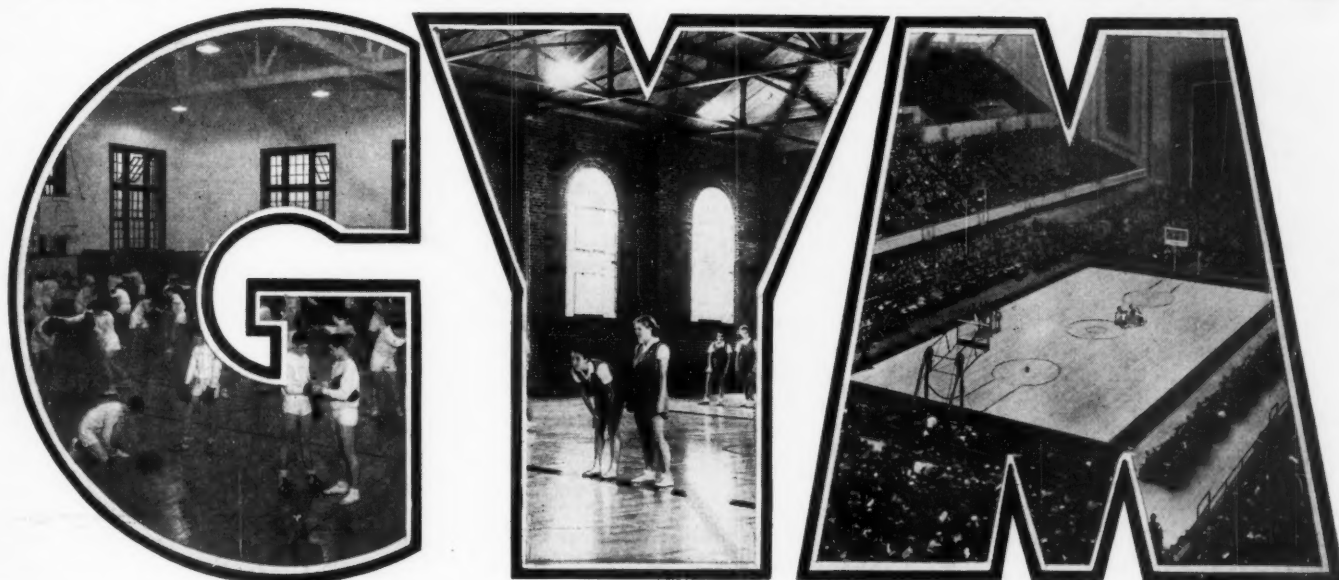
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Athletics in Junior High

By Irv Christenson

After graduating from St. Olaf College in Northfield, Minn., in 1933, Irv Christenson served as head coach of athletics at Story City, Iowa, for three years before moving on to direct the physical education and intramural programs at the Tipton, Iowa, Junior High School. He is a keen student of the adolescent youth and believes that the junior high school boy should be exposed to a wide variety of athletics and that the selection of activities should be based on the interest drives of the pupil.

THE objectives of physical education should be compatible with those of education in general, and thus should conform to acceptable criteria of educational and social philosophy. Activities should be selected according to the characteristics of the age period and the needs of the particular group.

The junior high school period seems to be best adapted to the learning of a large number of fundamental skills, with emphasis on group activity because of social values. The physical activity program in this period should be generalized in nature, providing every boy and girl with the opportunity to participate in many activities rather than to specialize in one or two to the neglect of others. This is one of the reasons why the trend is definitely away from interscholastic competition on the junior high school level. Not only does it deprive the young athlete of the opportunity to find his interests in the various sports and various positions, but it causes him to lose his adaptability. In other words, early specialization is gained at the expense of general all-round ability.

At this age the liability to overstrain in the excitement of varsity competition and in the eagerness for victory is greater than in the case of older high school boys, for the junior high period is one of rapid growth and liability to exhaustion under long-sustained effort.*

Activity clubs

A comprehensive intramural program, on the other hand, completely satisfies the demands of the students, makes for versatility and greatly enlarges the number of potential players and leaders for the senior high school and college programs. At Tipton we have developed a very extensive intramural program that reaches practically every boy in the school. The program was introduced to the

entire enrollment of 100 boys during a general meeting last fall. The idea was outlined to the students who were then asked to select eight outstanding leaders from the ninth grade to serve as leaders of activity clubs.

The personnel of these clubs, which were kept intact throughout the year, was left to the judgment of the leaders. They were permitted to choose any boys they desired, bearing in mind that a versatile athlete was more valuable than a specialist since every club member would have to participate in a wide range of activities. That is, if a boy was chosen just for his basketball ability the team might benefit by it in basketball but would probably lose out in softball or tennis where the athlete's proclivities might not extend. In addition to the leader, or manager, each club (consisting of an even number of boys) selected a captain from the seventh or eighth grade.

After the clubs had been chosen we started our first team activity—touch football. The clubs were divided into two leagues and the games were run off during an afternoon period. The games were played in two 15-minute halves instead of four quarters.

During the touch football season we also started our first individual intramural activity, which was boxing. A ring was set up one day a week on the playground and three matches were arranged for each period. At the end of the fall season two short tournaments were held in volleyball and dart throwing. They served as intermediate activities between the touch football and basketball seasons.

The intramural basketball season during the winter consisted of a tournament in which all the clubs were entered in a single league. At the conclusion of the race the first four teams in the standings played an elimination series to determine the championship. While the teams were fighting for the upper four berths in the league standings, the boys also had an opportunity to participate in such individual tournaments as ping pong, volleyball, dart throwing, and foul shooting (basketball).

In the spring the individual events consisted of tennis, golf and horse-shoes. Boxing and wrestling served as year-round intramural activities. Softball was the chief spring team

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*B. S. Mason and E. D. Mitchell, *The Theory of Play*.

sport and proved very popular with the boys. Softball was chosen over baseball as our spring team game for several reasons. We have a crowded playground and limited space, making baseball too hazardous. Then, too, the boys have very little of their own equipment to play hard ball. Softball makes few demands in the way of equipment, is a faster game, can be played with more skill by boys of high school age, requires less facilities, and yet has all the fun and thrills of baseball.

Selection of activities

The boys themselves, to a large extent, determine the selection of activities by expressing their interests to the intramural director and to their club manager. The latter is given a list of the individual activities that will be conducted during the year and the boy can choose the games in which he is particularly adept or those which he would like to play.

The organization of tournaments is dependent upon their choice. We hold tournaments in any activity that enough boys will enter to assure their success. About 40 to 80 boys usually register for a tournament, but it takes only 8 to 12 entries to run off a successful tourney.

After the club manager receives the list of activities he submits the list to each member of his club and gives them the opportunity to sign up for whatever activities they are interested in. When the entry lists have been completed they are turned in to the intramural director who makes the pairings for the various tournaments. The activity lists are usually distributed during the latter part of fall and are returned to the director sometime before the opening of the indoor activity season.

The fall physical education classes usually serve as a training period for the intramural tournaments. During this time the boys are given a chance to participate in the various activities so that they will know something about the rules and fundamentals of the game before they decide to enter any of the tournaments. We have found from experience that this period stimulates interest in the various activities and results in a large number of entrants in the tournaments.

We feel that a tournament, to be successful, must offer awards of some type to the victors. At Tipton last year we used a point system which proved to be very satisfactory. Each club received 150 points for each team activity they entered (touch football, basketball, volley-

(Concluded on page 40)

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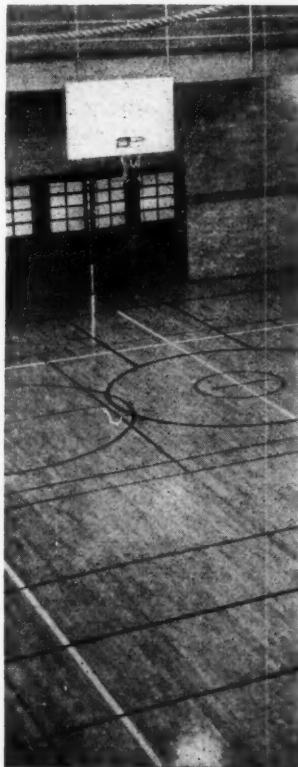
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Individual or Team Sports?

(Continued from page 12)

and the seventh rarely met because there was no one bad enough to meet them." Miss Skinner's reminiscing reminded me of a hockey player on a team very much like the author's. After a season of hockey, this player gave the following as three ways to take a "roll in": (1) beginning of the hour; (2) at the end of the hour and (3) by names or numbers!

We have also been too prone to classify athletic activities according to age groups. At the tender age of 12, I had an intense desire to play golf. When I attempted to put this interest into practice, I was told that there would be plenty of time to play such games when I was older, and that I should play team games while I could. This answer came from a person whom I greatly respected, so I concentrated whole-heartedly on basketball, baseball, etc. I enjoyed the team games but feel certain that I could have enjoyed both types of sports.

It is very interesting to note the general attitude of the students toward sport activities. The two following resolutions were among those made at a meeting of one of the sections of the Athletic Federation of College Women: (1) Sponsorship of those activities which may be adapted to the needs of adult life. (2) Promotion of a recreational program in which men and women may participate together.

If we can consider the Federation a representative college group, and it is, then their recommendations should certainly carry weight with high school and college administrators. What the Federation is really

asking for is a program of individual and dual athletics. Hence, on the basis of present and future interests, individual and dual athletics deserve as much if not a great deal more prominence than team sports.

It has been proven in one of our more progressive colleges, where the student's physical education background is studied before the program is arranged, that the interest in team games gradually decreases as students mature. All students who have had an inadequate training are given a well-rounded program, and those who have had adequate training are allowed to select any activity they desire. The activity choices gravitate mostly toward sports with team sports in the decided minority. This situation cannot be attributed to lack of proper leadership or facilities, for these are most adequate.

Our activities should be regulated by their worth and value and not by what has been done in the past. The values of individual and dual games in the promotion of such character traits as sportsmanship, leadership and cooperation are just as inherent in individual athletics as in team games. Good sportsmanship is just as important in a game of golf as in a game of basketball. Cooperation is just as important in a tennis match as in a game of hockey. And leadership is just as important in planning an attractive riding program or captaining a riding team, as planning a baseball schedule or captaining a baseball team, certainly as much as captaining a compulsory hockey team.

Intensive Volleyball Techniques

(Continued from page 23)

Another trick which will work only on the inexperienced spiker is this: When the enemy booster sets up the ball very close to the net, a player on the other side may leap up and make a feint, as if to strike the ball. If the spiker isn't playing heads-up volleyball, he'll be bluffed out of taking the shot and will let the ball fall dead on his side of the net. Sometimes an excellent spiker can throw the entire enemy team off-balance by feinting a spike with one hand and hammering the ball home with the other. However, there are few spikers ambidextrous enough to perform this feat.

It is universally held by volleyball players that a spiker who dubs three consecutive boosts has "blown his top" and is useless to the team for the remainder of that game. There is plenty of truth to the belief, since the spiker, to redeem himself, tries to kill the ball. And if there is anything that's fatal to good spiking it is to try too hard, since precious timing is lost in the process. A booster, though rarely, can also "blow." When he does he should be substituted for immediately. In tournaments "time" is frequently called to take out a player and to warm up a new man, just as in baseball.

Coaches Corner

(Continued from page 26)

Hamilton Junior High of Houston stepped out to a 138-37 win over Jeames Deady Junior High of the same city. The teams, playing regulation eight-minute periods, averaged five points per minute. Every Hamilton player registered at least 16 points.

For the past five years the leading scorer in eastern basketball circles has been a member of the Long Island University quintet. Jules Bender has won the honor three times, while Ben Kramer and Irv Torgoff rated tops once each. Torgoff will probably win it again this year.

The University of Michigan claims the tallest swimmer in the water today. He is Jack Sherrill, a back stroker, who is 6 ft. 7 in. tall.

When Dave MacMillan quit professional basketball in New York to coach at Minnesota, he left behind seven sisters and two brothers, none of whom had seen a basketball game until Minnesota tangled with Long Island University this winter. Since that time, however, they haven't missed a single double-header at Madison Square Garden.

For years and years Coach Floyd Tate of Estherville, Iowa, has moaned the lack of a fullback with plenty of explosive power. His friends looked on knowingly, therefore, when he christened his baby son, Terry Norman Tate—T.N.T. for short.

In the first 18 games of the season, tousled-haired Clarence Shera, the leading citizen of Tiffin, Iowa, has scored a mere 386 points, or something over 21 per game. His biggest night was against a weak Ely outfit when he dropped in 72 points for a new state high school scoring record. For some time now, there has been at least one college scout behind each of the 27 lightposts in Tiffin. But the fans, it is reported, are intent upon running Shera for Congress.

Few officials have been able to turn a mistake to better advantage than John Getchell. Since his famous "wrong-down" decision that cost Carnegie Tech the game with Notre Dame last fall, Getchell has been swamped with offers to work games. As a matter of fact, some schools have actually advertised him as their feature attraction.

One of the best records in the Middle West, as far as girls' athletics are concerned, is that piled up by the Conroy, Iowa, outfit. With the exception of tournament play, the Conroy girls haven't lost a basketball game since 1937. They haven't lost a softball game since 1934.

BILL WOOD

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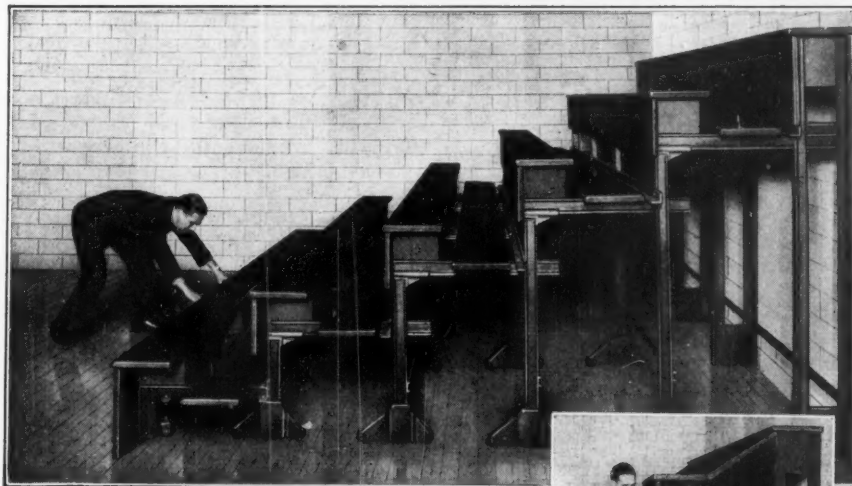
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New Books on the Sportshelf

THE TUMBLER'S MANUAL. By William R. LaPorte and Al G. Renner. Pp. 122. Illustrated. New York: Prentice-Hall, Inc. \$3.

THIS 7½ by 9 in. volume provides a standardized series of careful progressions that will make it easy for the beginner to learn the basic fundamentals of tumbling without exposing himself to undue hazards. The material presented by LaPorte and Renner is of a very unusual nature. It consists primarily of illustrated action, taken directly from motion picture film. The sketches are supplemented with captions and other hints to guide the performer in understanding the various stages of the movements.

The authors have developed their material with painstaking care. Before making the finished cuts for the book, they drew preliminary illustrations by tracing the projected images of outstanding performers from slow-motion picture films. These sketches and the progressions, with pertinent questions about disputed points on form, sequence and nomenclature, were subjected to a personal, detailed criticism by 17 leading instructors in Southern California. Seven other outstanding instructors in various parts of the country made written criticisms of hectographed copies of the manual. Hence the finished product provides an accurate and composite view of the opinion of representative experts as to how each stunt should be performed for greatest efficiency and safety.

The various stunts are organized under eight progressions: the roll, the inverted balance, the companion balance, the front somersault, the back hand-spring, and the back somersault. The stunts are arranged according to their degree of difficulty with both individual and group stunts in each section.

By closely following the procedures and progressions outlined in the volume, any well-trained instructor will be able to handle classes in tumbling without serious accidents and with a high degree of success.

THE DOLLAR SPORTS LIBRARY: Baseball, Fundamental Handball, Football, Basketball, Track and Field, Archery. Pp. 90-140. Illustrated-photographs and free-line drawings. New York: A. S. Barnes & Co. \$1 each.

THE A. S. Barnes & Co.'s bargain counter these days includes a series of dollar books which should sell like hot cakes. The publishers have broken down their *Book of Major Sports* into four separate volumes and are selling them for one dollar each. In addition to these volumes, the dollar library at present includes a book on handball and *Modern Methods in Archery*, which sold for \$1.50 when it came out two years ago.

The four books which have evolved from the *Book of Major Sports* are: *Baseball* by Daniel E. Jessee, *Track*

and *Field* by Ray M. Conger, *Football* by Glenn Killinger, and *Basketball* by Charles C. Murphy. All the original copy and illustrations are contained in these books. The authors have concentrated on the basic fundamentals of individual and team play, and have covered their sports comprehensively. The material is well organized and illustrated copiously with free-line drawings based on continuous action pictures and single action shots.

In addition to the drawings, each of the dollar books has been embellished with a great number of splendid action photographs. These pictures are both decorative and informative. They did not appear in the master volume. The books, attractively presented with hard covers and colorful jackets, make an excellent set of guides to keep on the sportshelf. The A. S. Barnes & Co. are stressing these dollar books, selling at a price within the reach of both coach and player. In the coming months they will publish dollar books on badminton, golf, swimming, tennis, skiing, skating, winter games, fencing, boxing, wrestling and others.

THE BOYS WITH THE EDUCATED FEET (*Association Football or Soccer*). By Bill Jeffrey. Pp. 85. Illustrated. Minneapolis: Burgess Publishing Co. \$1.75.

IN AMERICA, soccer does not reach the number that it should. Because the game is not well understood and lacks the glamor that is attached to football, basketball and baseball, few spectators attend soccer games. And yet from the standpoint of sustained action and excitement the game is superior to football and baseball and on a par with basketball.

At Penn State College, soccer occupies a prominent place on the athletic program, due in no small measure to the unusual success Coach Bill Jeffrey and his soccer teams have had in inter-collegiate circles. Since Jeffrey took over the reins, Penn State has become the collegiate soccer stronghold of the East. In his book the coach of the Nittany Lions draws upon his wealth of experience to describe the methods of teaching the game that have paid dividends for him. He outlines the complete game, covering the fundamentals and team offense and defense. He uses free-line drawings to illustrate the text.

The book is mimeographed, 8½ by 10¾ in., and has an enormous amount of material packed into its 85 pages. Especially valuable is a chapter on the set or standard positions. Here the author diagrams and explains in complete detail the positions of both the offensive and defensive teams in the situations which continually recur. Some of these are the kick-off at centre, the throw-in from touch, both types of free kicks, the corner, goal and penalty kicks, and the "maul" or drop. A brief but interesting history of the game introduces the text.

Know the Rules

(Continued from page 16)

scores, exclusive of the number one team, ranged from 8.6 to 10. However, the total range of the average number of questions missed by each team was only 4.9 points. From the standpoint of the conference, the small range in the average score had favorable significance. It showed that the players on the various teams had about the same knowledge of the rules and were probably fairly well matched as to ability. The won and lost columns bear this out. With the exception of the two top teams, the conference clubs are very closely grouped.

A tabulation of the scores obtained on the test by teams with good season records (Table 3) and the scores obtained on the test by teams with poor season records (Table 4) shows a difference in average scores that favors the good teams.

Table 3

Team	Won	Lost	Average Score*
V	29	1	9.2
W	33	1	5.1
X	26	4	9.1
Y	32	5	9.0
Z	25	7	8.5

8.18

*Average number questions missed on test.

Table 4

Team	Won	Lost	Average Score*
M	6	23	10.1
N	1	29	11.3
O	8	20	11.5
P	9	22	10.3
Q	8	19	11.6

10.96

*Average number questions missed on test.

There was a wide variance in the scores obtained by the physical education classes, or the boys with little basketball experience, and the varsity boys. The physical education classes had scores ranging from 36 to 18 out of a total of 50 questions, with an average score of 29.44 and a median of 27.375.

The average score for the varsity boys was 40.12 with a median of 39.63, a difference of 10.68 between the two classes. The average score for the coaches was 45.34 with a median of 44.73. The average score of the officials was 48.1 with 47.375 as the median.

These scores are tabulated in Table 5.

Table 5

Group	Average	Median
Officials	48.1	47.375
Coaches	45.34	44.73
Varsity Players	40.12	39.63
Physical Education Classes	29.44	27.375



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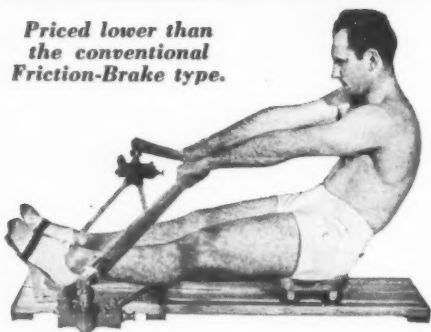
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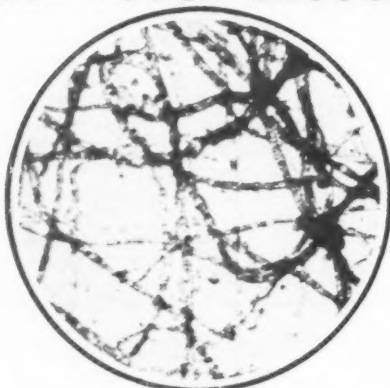


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From the States

(Continued from page 25)

legiate code. The movement was started by several football officials in the state who work more college games than high school games. There is a definite feeling of resentment among several coaches in the state at this outside interference. Mimeographed material has even been used by one official to extol the values to be derived from the use of the intercollegiate rules. It is possible that if any change is made it will call for the use of the high school rules with reservations.

A. L. Lassiter, president of the Coaches Association, is making plans for an interesting meeting at Lexington during the state basketball finals, and again during the annual Kentucky Education Association meeting at Louisville, the middle of April.

The annual district, regional and state final basketball tournaments will be held during the first, second and third weeks of March. Hazard, mentioned in this column last month, has been selected by the sports writers of the state as the outstanding favorite to win the title this year.

W. J. "BLUE" FOSTER,
Kentucky H. S. Coaches Assn.,
Newport, Ky.

Illinois

Basketball statistics

DURING the tournaments which lead up to the state championship, Illinois will cooperate with several other states in collecting comprehensive statistics relative to various phases of the game. At each tournament, two trained statisticians will be responsible for gathering such data as the average number of fouls made by the offensive team, average number of cases of traveling, average number of one-hand tries and two-hand tries; average number of jump ball situations, fumbles, rebounds, violations of 3-second rule, score, personal fouls, etc.

If the four-foot end space behind the backboards is used, the following facts will be determined: average number of times ball was handled in this area when player would have been out of bounds if space had been only two feet; average number of times player attempted field goal while touching floor in any part of four-foot area; average number of times a short try or rebound was recovered or taken out of crowded area through use of any part of four-foot space.

By the end of the tournaments, statistics will be available for more than 1000 games and it will be possible to compare the data with similar figures for previous years and thus determine the effect of the rules changes and trends in the game.

Work with the 29-inch basketball, which is now legal for junior high school play, is being continued. Among the men who are using this ball experimentally in senior high school games

are Arthur Driver, Oregon; F. J. Friedli, Belleville; and Wayne Eckley, Pontiac.

The state final basketball tournament will be held at Champaign on March 16 to 18. During the tournament there will be meetings of a number of athletic groups. Such groups will include the Board of Control of the High School Athletic Association, the Coaches Association and the state basketball committee. The latter group will give careful consideration to the topics which are to be included in the annual basketball questionnaire which is published by the National Basketball Committee.

H. V. PORTER,
Illinois H. S. Athletic Assn.,
Chicago, Ill.

Missouri

Football coaching school

PLANs are now being completed for the second annual Missouri Coaching School at Columbia on Aug. 31, Sept. 1 and 2. Last year the tuition was \$7.50 and football was the only course. This summer, however, the program will probably be expanded to embrace basketball and six-man football with no increase in tuition.

For the football course, the committee is trying to secure a big-time coach to head the slate of instructors. Red Blair of Springfield Teachers and the Missouri University staff have already consented to appear on the football brain trust. For injuries and their treatment, the school has obtained the services of the Cramer Brothers of Gardner, Kan. If enough coaches are interested in basketball and six-man football, the committee will arrange to bring Kurt Lenser to Columbia for lectures on the six-man game and George Edwards of M. U. and Gene Kimbyell of Westminster for basketball.

The Coaches' Association's new officers for 1939 include: Ralph Husted, Bolivar, president; Gene Hall, Palmyra, vice-president; Bert Fenenga, advisory member to the Board of Control of the state high school athletic association; and C. E. Potter, secretary-treasurer.

C. E. POTTER,
Missouri H. S. Coaches Assn.,
St. James, Mo.

Idaho

Football injury statistics

DURING the past football season, statistics on football injuries were kept with the view of proposing some type of athletic insurance plan. There were 425 injuries reported, only one of which was a fatality. The number and type of injuries follow:

Spine fractures, 5; broken arms, 8; broken legs, 5; fractured ribs, 30; broken noses, 70; fractured collar bones, 17; finger fractures, 20; sprains which kept the player away from

games or practices for not less than seven days, 46. Sixty-six x-ray examinations were made to determine fractures. Dislocations of the knee numbered 14, 21 of the shoulder, 16 of the ankle, 7 of the wrist, and 5 of the elbow. There were six cases of broken teeth, 6 of teeth knocked out completely, 9 lost fillings that had to be replaced, and 15 cases of chipped teeth. The Board of Control will meet at Pocatello during the state Class A basketball tournament to consider some means of insuring the athletes.

Of the 169 member schools of the Association, all but two are playing basketball this year. There are 73 schools participating in girls' basketball on an inter-school basis. Last year 4,500 students competed in basketball, 3,400 boys and 1,100 girls. In 11-man football, 88 schools participated as compared to 38 schools in six-man football. Of the 33,000 students enrolled in state high schools, 3,900 played football.

E. F. GRIDER,
Idaho H. S. Athletic Assn.,
Boise, Ida.

New York

Cunningham speaks

OVER 400 high school trackmen squeezed into a wing of New York University's gymnasium building early last month for a special high school track conference sponsored by the Spiked Shoe Club of N.Y.U., a group of former Violet runners. The program consisted of a series of lectures on general phases of the sport and moving pictures on technique. The piece de resistance of the evening was a short lecture by Glenn Cunningham, the world's champion miler. A digest of his talk follows:

"Almost every expert at one time or another has told me that I do too much warming up before a race. It seems that I break all the accepted standards in the matter of a safe and sane warm-up. It has been my observation, however, that most athletes do too little work before the race and toe the mark without being warmed up sufficiently.

"It is difficult to prescribe the exact amount of running to do during this period. The amount of work varies with the individual. One thing is fairly definite, however. A runner should get his second wind during the preliminary jogging, not in the race. If he gets a second wind during the race, it proves that he failed to do enough running during the warm-up period.

"I am continually experimenting with the length of my warm-up, even before some of my big races. But the ideal time to experiment, of course, is early in the season. On the day of the meet it is important to go through the same process of warming up as you do in practice. It is up to you to find out for yourself the things you can do and the things you cannot."

Among the other speakers were Coach Emil Von Elling of N.Y.U. and Dan Ferris, secretary of the A.A.U.

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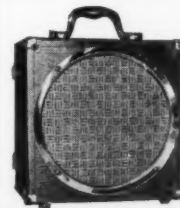
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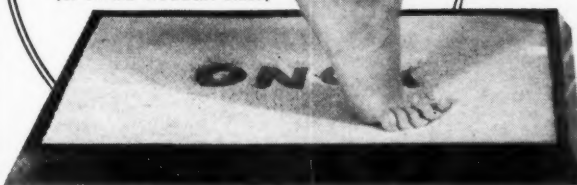
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Judging the Divers

By Francis E. Noonan

Francis E. Noonan, Olympic swimming and diving coach of the republic of El Salvador in Central America, believes that a more satisfactory system can be devised for judging fancy diving, and is now doing research work on the subject. His observations at the national collegiate championships last March, which accompany his article, were not taken specifically for the coaching angle involved but for his paper on "methods and techniques of judging fancy diving."

IN ANY athletic sphere where human achievement is evaluated in terms of points, a certain amount of inconsistency in regard to mensuration is bound to exist. It is practically impossible for a group of individuals to see eye to eye in the estimation of a complicated sports technique. And nowhere does this hold so true as in fancy diving where as many as seven judges often appraise the dives.*

After observing the national collegiate swimming championships at Rutgers University last March, the writer left more firmly convinced than ever that the system of judging fancy diving is not all that it should be. Although the N.C.A.A. Swimming Guide usually contains an analysis of the various dives and instructions as to what to look for in marking the event, we know only too well the discrepancies that exist between these suggestions, the actual dive as done by the better divers and the point awards of the judges. The rule reads one way, the dive is executed another and the judging is done a third way.

Solutions to problem

There are two approaches to this confusing situation. One is to make the judges mark the dives specifically as indicated in the rules, with the understanding that if the dive is not performed as stated in the book, it is to be marked as unsatisfactory and given the numerical valuation indicated in the rules. The other solution is to discover those points of technique which most impress the judges and, for the time being, coach the divers along these lines.

Of the two approaches the first is theoretically the best. But time has shown the inadvisability of trying to standardize the marking of diving. Consequently, we are forced, for the present, to instruct with one eye on

the rules and the other on the judges who will do the evaluating of the event in the meets. Every coach wants to win as many of the events as he can. If through blindly adhering to the "instructions" he sacrifices the diving points he would otherwise gain, then his judgment is questionable.

In playing up to the judges, the coach must know exactly what they want. Through careful observation he should spot the features of the dives as they appeal to the judges. If a dive performed in one way rates higher than the same dive done in another, the coach must recognize the factors that made it more valuable. If a certain body type is catching the eye of the judges, a shrewd coach will select such an applicant from his candidates.

New approach

After observing several meets the writer attempted to find out from the judges their preferences as to how the dives should best be done. The majority of responses coincided with the readings in the book, but, paradoxically, when marking during the contests, they seemed to differ as to how these descriptions should be interpreted. In many cases no real reason could be given for some of the ratings. Upon further inquiry about certain grades they had given, we received some very perplexing answers. "It did not look just right," or "I did not feel that it was easily done," and other similar responses. For an individual seeking a basis for consistency, such reasoning was most distressing. Consequently, a different approach was necessary if any definite conclusions were to be reached.

With the help of three other coaches and divers, working in separate parts of the pool, the following procedure was devised. One man acted as the recorder, marking down the decisions of the judges in the order of their seating arrangement. The other men, from vantage points, watched the dives in the following manner: (a) As a whole; that is, the dives were observed as a continuous act. Notes were made as to any variance in style from that recommended by the rules book. These observers recorded the negative features as well as the positive features. (b) In units; two or three men, working side by side, attempted to spot specific features of the dives.

*The N.C.A.A. Swimming Guide (No. 91R in Spalding's Athletic Library) specifies that for each championship diving contest there should be a referee, not less than five or more than seven judges, a secretary, and an announcer. In dual competition one referee and three judges are sufficient.

An illustration of how the system worked can be found in our analysis of the back jack-knife (at end of article). Observer No. 1 would note the position of the hands. Did the diver reach up over his head, or did he only go shoulder high? Did he make a definite reach forward or was it upward and then down. Observer No. 2 watched the hips. He would know what was done with them, when they started back, when they started up. Observer No. 3 followed the movement of the feet and lower legs. Were they swung forward first and then to the back position, or were they kept right under the body from the start?

The items were shifted so that each observer had an opportunity to check personally the opinions as registered by his colleagues. It should be remembered that in conjunction with this unit analysis the dives were being viewed as a whole and the judges' awards registered. The spotters were also encouraged to view as much of the dive as a whole as was possible.

From the brief description it may be assumed that a fairly accurate description of the dive was registered. Without taking into consideration the increased facility for noting the various factors of a dive that comes with age and experience, it is fairly safe to claim that the average judge saw less of the actual dive than our observers. Human perceptive power can function just so fast and no faster. It is extremely difficult to pick out and judge every detail of form, even in the simplest of dives.

Technical observations

Some of the observations we made at the national championships follow.

Swan: In all the best swans there was an appearance of soaring. There was little or no arch in the dives, and if at all present, it was located in the upper back.

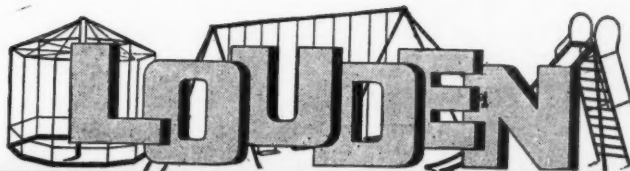
It was noted that the smaller divers had difficulty in gaining the soaring appearance while obtaining their height. Usually it appeared as if they had snapped into the swan position. This style scored on an average of 1.3 points less than the other type of swan.

There was a considerable drop with the body straight, thus implying that the actual swan position was held but a short time. However, no appearance of haste in getting out of the position could be detected.

Back Dive: While on the board the body had a slight forward lean before starting the arm swing, regardless of the style of this swing.

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(Continued on page 38)



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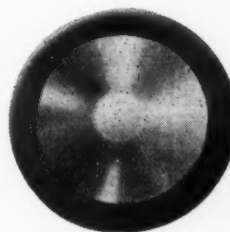
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Judging Diving

(Continued from page 37)

dives, the head followed the general body alignment. The arch was greatest at the very peak of the dive and seemed to be in the upper back. There was a gradual lessening as the turn was made, resulting in a rather long, straight drop.

Half Gainer: In every case the first part of the dive was performed over the board. The appearance of soaring was present in this dive when done by the best divers.

As in the back dive, the head followed the general body alignment and allowed no jar in the curve. The arch at the peak was again in the upper back, gradually diminishing as the turn was made to allow a long straight drop.

There was a second method that was used successfully by the smaller divers. In this style the head was held up at the ceiling and then smoothly and quickly moved back for the completion of the arch, later being brought forward for the entry. The entry seemed to make this dive. Several of the divers seemed better able to control their entries by putting their hands together and extending their arms as far out as possible, giving the body a streamlined effect.

Back Jack-Knife: The most noticeable feature of this dive was the large amount of forward body lean present on the board. So great was this lean that the center of gravity of the body seemed to be in over the board all of three inches.

The head was held up and gave the appearance of remaining on the same plane while the hips were raised up to its level.

The dive was done well up over the board, probably due in part to the body lean at the start and to the position of the head, which served as the axis around which the dive was done.

The jack position was not held very long, thus enabling a long, straight drop.

Half Twist: There is perhaps no dive offering more points of dispute than that of the half twist. Each of the observers had a definite idea as to the best method of executing this dive. The difference of opinion as to methods evoked a good deal of discussion before the meet; consequently, this dive was viewed most closely. It is with a feeling of satisfaction, therefore, that the writer reports the agreement that now exists between coaches as to the best method of doing this dive.

There was not a clear, definite

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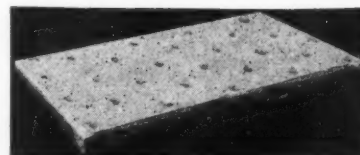
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(Continued from page 29)

swan done at the beginning by the better divers. The turn was started before the peak of the dive was reached, either by dropping the shoulder or by pressing forward with one arm and backwards with the other. After the twist was started, the eyes looked down the lower arm towards the water. In some cases the eyes looked towards the far end of the pool as the twist was made, but this did not seem to be as successful in the controlling of the dive.

At the entry the hands were swung together and the arms stretched as much as was possible. There was not the slightest sign of a scoop in the more highly rated dives, for the judges seemed to be on the watch for just this sort of thing. They severely penalized otherwise excellent twists for even the faintest suggestion of a scoop at the tail end of the dive.

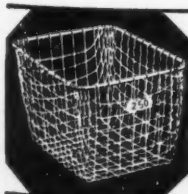
Optionals: It was during the optionals that the better divers forged ahead. The dives, as done by these men, all had one distinguishing feature which set them apart as the dives of champions. This was the ease and effortless movements that went to make up the dive.

The most complicated dives were easily and effortlessly performed with a minimum of hurried, jerky, or unnecessary movements. The various combinations of turns and twists were a joy to watch, every movement blending into the succeeding one without the slightest hesitation or appearance of uncertainty.

When the poorer divers performed, the contrast between their technique, with its low, jerky, hurried, and uncertain movements, was most marked and served only to convince us more strongly of the necessity of concentrating on the complex dives in order to attain the desired polish.

We were unable to select any particular method of performing the dives but agreed that the better divers gave the appearance of being as sure of the harder dives as they were of the easier ones.

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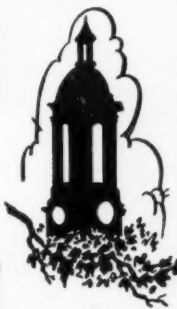
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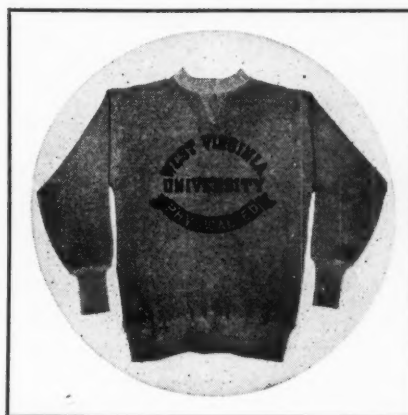
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ON PAGE 40 OPPOSITE THIS SPACE ARE
OTHER LISTINGS AND FORM FOR SIGNATURE

Athletics in Junior High

(Continued from page 29)

ball, softball, and dart throwing). At the end of each sports season, the champion in each sport received 50 additional points, second place 35 points, third place 25 points, and fourth place 15 points. In addition to this, each boy was awarded five points for every game in which he participated. For example, a boy who played in seven basketball games received 35 points, while a boy who played in three games was credited with only 15 points for that sport.

For individual events each participant received 15 points for each event. Winners of individual tournaments were awarded 25 points, second 20, third 15, fourth 10, and fifth 5. The individual points counted towards the team total as well as the individual score. Both individual and team totals were posted on the intramural bulletin board at regular intervals.

Our point system stressed participation, not championships. The best

way of attaining a high point score was to participate in as many activities as possible. Our chief awards bore out the accent on participation rather than championships. We gave a major award of an intramural "T" to the boys who garnered the most points during the year.

In all fairness we also gave small awards to winning teams, but we also awarded a picture trophy to the club that accumulated the most points during the year. The result has been that the boys are taking part in every activity we can offer. And while they may participate at first merely for the sake of picking up points, the end certainly justifies the means. After learning the fundamentals of the activity, they acquire an enjoyment for the game and are anxious to play it again. Thus, the boys learn to play and develop skill not in one activity but in several.

So far the discussion has been devoted exclusively to the intramural

aspects of the athletic activity program at Tipton. Although we do not believe in strenuous interscholastic competition for junior high school boys, there are some advantages to inter-school sports relationships that are of value to the athletically-inclined boy. With this objective in mind, we maintain a varsity basketball team for the junior high school. The boys are strictly supervised. They are segregated from the senior high school varsity, play under their own coach and have regular practice periods.

In football it has been our policy to permit junior high students to go out for the varsity in the fall, but they are kept in a separate squad with their own coach and never come in actual contact with boys of superior age and size. Since no other junior high schools in this vicinity maintain football teams, we are obliged to restrict this activity within the school. However, we are in accord with the attitude of most progressive educators that boys of junior high schools age are not mature enough to expose to the regimen of daily practice and outside schedules.

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